NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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For Further Information:
Beatrice M. Gudridge

FOR RELEASE: July 30, 1966

Californian Named to Head
Industrial Arts Educators

WASHINGTON, D. C., July 30--Robert L. Woodward of the California State Department of Education was installed today as national president of the American Industrial Arts Association, a 10,000-member department of the National Education Association. The installation ceremony took place at Millersville State College in Pennsylvania during the association's executive board meeting. He will preside at the 29th national convention in Philadelphia in March of next year.

Dr. Woodward, a resident of Sacramento, is Consultant in Industrial Arts Education for the Department of Education. He has served as the association's vice-president and president-elect and is past president of the American Council of Industrial Arts Supervisors.

He has been a visiting professor at Sacramento State College, Washington State University, Southern Illinois University, and University of California, Santa Barbara. He was formerly a teacher in the Los Angeles City Schools and is the author of books on electronics and safety which have been translated into Dutch and Spanish.

# # #

7/30/66

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 29, 1966

MEMORANDUM TO: State Journal Editors

As you know, the Internal Revenue Service issued on July 7, 1966, a proposed regulation which, if put into effect, would virtually eliminate tax deductions for teachers who incur educational expenses in the process of broadening and improving their skills.

The National Education Association took immediate action. Dr. James L. McCaskill, Assistant Executive Secretary for State and Federal Relations, alerted the NEA leadership to the effects such a regulation would have on teachers throughout the United States and urged members of NEA affiliates to submit their individual and collective protests to Members of Congress as soon as possible.

Executive Secretary William G. Carr protested formally to the U. S. Treasury Department, requesting an open hearing on the matter. As of this date, the Treasury Department has not set the date for the hearing.

Since this issue is of central concern to all teachers everywhere, you may want to report developments to the members of your Association. For your reference, we are enclosing a chronological 25-year history of NEA's efforts to establish fair tax deductions for teachers. Especially significant developments are checked in red.

For more detailed information on the IRS proposal, please contact the NEA Division of Federal Relations.

Cordially,

Beatrice M Gudridge

Beatrice M. Gudridge
Associate Director
Division of Press, Radio,
and Television Relations

Enclosure

NEA Research Division July 22, 1966

EDUCATIONAL EXPENSES
A BRIEF CHRONOLOGY
April 5, 1958-July 22, 1966

In 1961, the Research Division prepared a brief chronology on this topic for the period April 5, 1958-March 23, 1961. The full text of that is included below. Exhibits mentioned are not included.

Because of the interest aroused by the recently issued proposed regulation of IRS, the Research Division was requested to bring the 1961 memorandum up to date. Following the text of the 1961 memo is the new material.

The new material includes not only NEA activity, but also a brief notation of pertinent court decisions, because of their importance. It should be noted that in most of these cases the decisions favored the teachers, not the Internal Revenue Service.

March 23, 1961

TEACHERS' EDUCATIONAL EXPENSES. BRIEF CHRONOLOGY OF DEVELOPMENTS SINCE ISSUANCE OF TD 6291 ON APRIL 5, 1958

The National Education Association believes that the expense incurred in going to college is an ordinary, necessary, and customary business expense of those in the teaching profession and therefore deductible for Federal income tax purposes. The Association has held this view for many years and has endeavored to have it accepted by the Treasury Department. Finally in 1958, the Association came to the conclusion that the solution to the problem lay in legislation rather than in regulation by the Internal Revenue Service.

What follows is a brief history of the events which occurred after the Spring of 1958, when H.R. 4662 (the King-Jenkins bill) seemed certain of passage. The bill concerned the deductibility of educational expenses.

K-J - 1957 first landmark.

April 5, 1958. T.D. 6291 (Exhibit I) was issued by the Internal Revenue Service. It was the opinion of many that the passage of the bill was therefore unnecessary. Then Secretary of the Treasury Anderson stated:

> The expenses incurred by a teacher for education may be deducted even though such expenses are incurred voluntarily and even though the courses taken carry academic credit or result in an increase in salary or promotion. This, in effect, removes the distinction previously drawn between self-employed persons and employees such as teachers.

November 1958. By this date, it was necessary for the NEA Research Division to issue a memorandum on the difficulties teachers were encountering in attempting to deduct educational expenses under T.D. 6291 (Exhibit II). However, the Association believed that at least a year of experience was needed under the ruling before it should take further steps, such as supporting legislation.

April 1959. The year April 1958-April 1959 was chaotic. In order to dramatize the problems and their extent, the Association prepared a 112 page brochure which outlined the difficulties and included examples of the problems from letters received from teachers across the country (Exhibit III). It was presented to the Secretary of the Treasury with a request that a meeting be held between treasury staff and NEA staff to discuss the matter.

June 15, 1959. NEA and Treasury officials and staff met and discussed the problems presented in the brochure. Treasury officials stated that a clarifying ruling would be issued -- probably by the first of the year -- January 1960. Imp. Conf.

July--December 1959. NEA staff members were in contact with IRS staff members who were preparing the ruling.

January 1960. Dr. Carr wrote Mr. Scribner, Under Secretary of the Treasury, requesting information on the possible date of issuance of the new ruling.

February 23, 1960. NEA staff were invited to discuss the proposed new ruling with the IRS staff. NEA staff were given the opportunity to submit suggestions for change. These suggestions were few, and were submitted the following day. Two of the NEA recommended examples were included in the final version of the regulation.

March 14, 1960. Rev. Rul. 60-97 was issued which clarified T.D. 6291 (Exhibit IV). It did not contain information on the deductibility of expenses incurred as a result of educational travel. The NEA was informed that this matter would be covered in a separate ruling to be issued by the first of the year--January 1961.

March 31, 1960. Tax Court held: Where teacher was required to satisfy school board rule either to travel or to take summer courses and chose the latter, that the educational travel expenses were deductible as an ordinary and necessary business expense; the expenses were incurred primarily to meet express requirements of the teacher's employer. Sanders v. Commissioner, T.D., Docket No. 77757. Case digested in Research Division Memo.

March 1961. The "travel" ruling has not yet been issued. Rev. Rul. 60-97 undoubtedly cleared up many of the difficulties which had arisen under T.D. 6291. There are cases in which, in the opinion of the NEA, the rulings are not being interpreted properly. The major difficulty remaining (other than lack of information on educational travel deductions) is the determination of who is an established teacher. (When has a teacher met minimum qualifications.) Even when Rev. Rul. 60-97 is properly interpreted it is the opinion of the National Education Association that the application of the provisions on meeting minimum qualifications for establishment in the profession result in inequities not only between teachers and those outside the profession, but among the teachers themselves.

March 21, 1961. Dr. Carr wrote the Treasury Department requesting information on the possible date of issuance of the ruling on educational travel.

April 28, 1961. Tax Court held: Deduction allowed to a teacher who took certain prescribed courses during the summer in order to qualify for an emergency certificate, without which she could not continue to teach. The fact that the courses also served to secure a bachelor's degree and a permanent certificate was considered to be incidental. Johnson v. Commissioner, T.C. 1961-119, Docket No. 81378. Case supported by Oregon Education Association. Case digested in Research Division Memo.

June 5, 1961. Mr. Surrey, Assistant Secretary of the Treasury, responded to Dr. Carr's letter of March 21, 1961, stating that a draft ruling on educational travel was under review.

June 14, 1961. The NEA Research Division reported to Dr. McCaskill on developments under Rev. Rul. 60-97. Difficulties remaining were educational travel (no ruling yet issued), cases involving minimum requirements, and cases involving professors who did not hold doctorates.

June 19, 1961. U.S. Court of Appeals held: An assistant professor who pursued studies leading to a Ph.D. degree could deduct the cost of the education for federal tax purposes. The court concluded that the educational expenses were incurred in order for the professor to maintain his status and salary. The fact that the doctoral studies would also influence future promotion and salary advances was held

to be incidental. Devereaux v. Commissioner of Internal Revenue, United States Court of Appeals, Third Circuit, June 19, 1961, 292 F. (2d) 637. Case digested in Research Division Memo.

October 23, 1961. U.S. District Court held: A teacher holding a provisional certificate could deduct expenses incurred for education undertaken to secure a standard certificate obtainable upon completing a fifth year of education at the graduate level. The expenditures for the education were to meet express requirements of his employer imposed as a condition to the retention of salary, status, or employment. Michaelsen v. United States of America. United States District Court. E. D. Washington, N. D., October 23, 1961, 203 F. Supp. 830.

March 28, 1962. Tax Court held: Educational expenses incurred by assistant professor of economics to obtain a doctorate degree were deductible, since the education was not undertaken to meet minimum requirements for qualification for a position of assistant professor, but was undertaken primarily to meet express requirements of the university, imposed subsequent to the professor's initial employment, as a condition to the retention by the professor of his salary, status, or employment as an assistant professor. Robertson v. Commissioner of Internal Revenue, 37 T.C. 1153, Docket No. 87616. IRS Commissioner acquisced in this decision. Case digested in Research Division Memo.

April 23, 1962. Tax Court held: A teacher who took full-time graduate studies leading to a Ph.D. degree in education during a leave of absence from her position, could deduct the cost of the education, including travel and meals and lodging while temporarily away from home. The additional courses taken by the teacher were deemed by the court to be for a purpose of maintaining and improving skills she already had and were related to her duties as a visiting teacher. King v. Commissioner of Internal Revenue, T.C. 1962-93, Docket No. 90695. Case digested in Research Division Memo.

May 14, 1962. NEA Research Division reported to Dr. Lumley on 1961-62 correspondence from members on educational expenses. Educational travel and minimum requirements continued to be the most difficult problems. Most correspondence from teachers having difficulty came from Kansas, Ohio, and Pennsylvania.

June 5, 1962. Tax Court held: A teacher was allowed to deduct the cost of a two-week travel course to Mexico undertaken to meet the school board's requirement that all teachers earn the equivalent of six semester hours of additional training every three years to be eligible for salary increases under the salary schedule. The teacher was entitled to the tax deduction since the education was required to preserve existing salary rights, including rights to annual salary increments. Truxall v. Commissioner of Internal Revenue, T.C. Memo 1962-137, Docket No. 87125. Case digested in Research Division Memo.

June 19, 1962. Dr. McCaskill drafted proposed legislation to overcome the difficulties encountered under the rulings.

June 29, 1962. Tax Court held: An assistant professor of business was entitled to deduct expenses for graduate studies relating to his teaching position. The court found that the primary purpose of the education was to increase the quality of his teaching, and not, as the IRS Commissioner claimed, to meet minimum requirements to qualify him for the position. Although the courses led to a master's degree, and may have resulted in advancement in salary and academic rank, these factors were incidental. Lane v. Commissioner of Internal Revenue, T.C. Memo 1962-179, Docket No. 86374. The IRS Commissioner acquiesced in this decision. Case digested in Research Division Memo.

January 31, 1963. U.S. Court of Appeals held: Affirmed the decisions of the Tax Court that an Oregon teacher was entitled to deduct expenses for prescribed courses taken to qualify for an emergency certificate without which she could not continue in her position. The Circuit Court found it necessary to decide whether the teacher had met Oregon's minimum requirements for teaching. Even if she had not, "the incurring of this expense was required by her employer as a condition to continuing to be employed in her emergency status." The second objective, to obtain permanent certification, did not bar the tax deduction. Commissioner of Internal Revenue v. Johnson, United States Court of Appeals for the Ninth Circuit, January 31, 1963, 313 F. 2d 688. Case digested in Research Division Memo.

January 31, 1963. U.S. Court of Appeals held: Upheld a District Court ruling that a Washington teacher holding a provisional certificate could deduct expenses for education undertaken to secure a standard certificate obtainable upon completing a fifth year of education at the graduate level, and which the teacher was required to have in order to continue teaching. The court ruled that the teacher had met minimum requirements by the provisional certificate which certified that he was presently qualified to teach. The conditions imposed upon the teacher's right to the standard certificate were not entry into the teaching profession but for continuing in it. United States v. Michaelsen, United States Court of Appeals for the Ninth Circuit, January 31, 1963. 313 F. 2d 668. Case digested in Researh Division Memo.

February 7, 1963. Tax Court held: Educational expenses an Ohio teacher incurred to renew a provisional certificate were tax deductible even though the education led to a bachelor's degree and qualified the teacher for a permanent certificate and a higher salary. Hartwich v. Commissioner of Internal Revenue, Tax Court of the United States, T.C. Memo 1963-36, Docket No. 92381. Case digested in Research Division Memo.

March 11, 1963. Washington Education Association on learning Seattle IRS District Director was not processing cases similar to Michaelsen case requested action from District Director.

March 21, 1963. Seattle IRS District Director replied to WEA stating he was wiring Washington IRS office for instructions regarding pending cases.

May 20, 1963. Tax Conference on Teachers' Educational Expenses held at NEA center, at invitation of Federal Relations Division. Participants were from NEA, and state and local staffs. Discussion centered on difficulties encountered under the rules and possible ways to correct them.

July 16, 1963. Tax Court held: A teacher's expenses for voluntary educational travel were tax deductible. The court held that 50 percent of the expenses the teacher incurred for travel, meals, and lodging on a European tour was attributable to maintaining and improving his required skills as a teacher in the elementary grades and therefore deductible. Neschis v. Commissioner of Internal Revenue, T.C. Memo 1963-191, Docket No. 92022. Case digested in Research Division Memo.

September 20, 1963. Federal Relations Division wrote Treasury suggesting proposed amendments to the regulations which would clear up difficulties, particulary regarding minimum requirements and educational travel.

December 1963. Federal Relations Division prepared draft of bill to permit deduction of educational expenses for introduction in House by Mrs. Griffiths.

January 22, 1964. Mrs. Griffiths introduced H. R. 9709 in 88th Congress, 2nd session, on deductibility of educational expenses. (S 2609, a similar bill, was introduced by Hartke in Senate).

February 28, 1964. Tax Court held: Upheld the claims of two Iowa teachers of music and band that 80 percent of the amounts they expended on an organized music and cultural tour in Europe were tax deductible as ordinary and necessary expenses incurred to maintain and improve their skills in their teaching positions. James v. Commissioner of Internal Revenue; Hrecz v. Commissioner of Internal Revenue, T.C. Memo 1964-49, Docket Nos. 93691, 93715. Case digested in Research Division Memo.

June 8, 1964. IRS issued long-awaited ruling on educational travel. Revenue ruling 64-176 was limited to travel while on sabbatical leave.

Teachers who engage in educational travel while on sabbatical leave may deduct expenses incurred provided there is a direct relationship between the travel activities and the teachers' duties in teaching positions. The ruling was explained and the full text included in a Research Division Memo. Several NEA Units rapidly informed members and leaders of the new regulation.

October 15, 1964. Division of Federal Relations in an end of Congress review reported to members that H. R. 9709, Griffiths bill on educational expenses, never received a hearing in the House.

July 7, 1965. NEA Staff met with Mrs. Griffiths to give her additional information on deductibility of educational expenses, including NEA Research Division statistics on number of teachers who incur such expenses and amounts spent.

September-December 1965. A staff member of Federal Relations Division held numerous discussions with Treasury officials on the issues.

January 5, 1966. Mrs. Griffiths introduced her bill on the deductibility of educational expenses, H.R. 775. (Senator Hartke introduced a similar bill, S. 1203).

February 25, 1966. Oregon Education Association requested NEA help in getting Portland IRS office to process about 2,000 cases involving teachers, being held for word from Washington IRS office.

March 31, 1966. Dr. Lumley wrote Treasury regarding Oregon situation.

July 8, 1966. IRS published proposed regulation on the deductibility of educational expenses. The proposed regulation, if made final, would make most teachers' educational expenses nondeductible.

July 12, 1966. Federal Relations Division alerted educational leaders to proposed regulations, enclosing a statement by Dr. McCaskill, the text of proposed regulations, and a summary of the regulation prepared by NEA Research Division.

July 14, 1966. Dr. Carr wrote IRS Commissioner protesting proposed regulation and requesting a hearing.

July 15, 1966. Treasury Department responded to Dr. Lumley's letter of March 31, 1966, stating that the proposed regulation had been issued.

July 14-15,1966. Washington and Oregon Education Associations reported that pending claims in Seattle and Portland IRS offices are being processed in favor of the teachers. NEA leaders think IRS may process many pending cases in teachers' favor to "clear the books" before proposed regulation becomes effective.

July 21, 1966. Federal Relations Division held a staff briefing on history of the issues and on proposed regulations. Because of the interest expressed by the staff, another briefing was planned for July 28, 1966. Several units took steps to inform their members and leaders of the proposed regulations and to urge them to protest to IRS and Congress.

July 25, 1966. Stanley S. Surrey, Treasury Department, replies to Dr. Carr's letter requesting a hearing as follows:

> We appreciate your sending us a copy of the comments of the National Education Association on the proposed Treasury Department regulations on the deductibility of educational expenses. They will be given careful consideration in the development of the final regulations.

Since 1942 continuous conf's w/TD NEA more
See MC statement.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 28, 1966

MEMORANDUM TO: Editors, State Education Journals

September 23 through October 3 is the national television premiere release of "Jimmy," a new film presented by the National Education Association and affiliated State Education Associations. We hope that you will be able to publicize release of the film in the September issue of your Journal.

A print of the half-hour film, "Jimmy," has been sent to your association, to the public relations director or other person responsible for your association's television and film program. You may wish to see the film and discuss details of release of the film in your state.

Sincerely,

Robert E. Harman
Project Coordinator for Television and Film Services
Division of Press, Radio, and Television Relations

Enclosures

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FOR FURTHER INFORMATION:
John Cox or Robert Harman

FOR IMMEDIATE RELEASE

Special to State Education Journals

New NEA-State Association Film, "Jimmy"
Premieres on Television Sept. 23-Oct. 3

WASHINGTON, D.C. (Special)--The national television premiere of the new film about "Jimmy," the real-life Connecticut boy who won't be going back to school this fall is scheduled for September 23-October 3.

Presented by the National Education Association in cooperation with its State Education Associations, the half-hour documentary depicts six weeks in the life of Jimmy Douglas of New Haven -- in school, at home, and on the streets.

Jimmy, a Negro, whose mother was president of the high school PTA, earned test scores above grade level, was well-liked by his teachers, and showed artistic and mechanical abilities. Despite all this, he was restless and bored in school, irked by discipline and regulations. He was often absent.

Still -- when the movie camera begins to follow him around, he has not yet decided to quit. The events leading up to his final decision are shown -- his inarticulate yearnings to be a man, to be free, to own a car, his dropping out temporarily to take a job at the carwash which is both ill-paid and boring.

He seeks help -- and gets it through the Community Progress Neighborhood Employment Center, set up by the city of New Haven to help boys like Jimmy.

While one counselor is talking over Jimmy's situation with teachers at school, another seeks out Jimmy himself, trying to get the boy interested enough

(more)

to return to the classroom.

Eventually, he goes back, promising each of his teachers he will do his best -- but his resolves only last two weeks. By the time the film ends, Jimmy drops out for good, returning to the dead-end job in the carwash.

Although the film offers no easy solution to the annual tragic waste of a million school dropouts like Jimmy, it does illustrate some of the factors leading up to one boy's fateful decision. And as narrator Dane Clark sums up: "When a boy who has ability and intelligence drops out of school, we've all failed -- Jimmy, his parents, the employment center, the school, all of us."

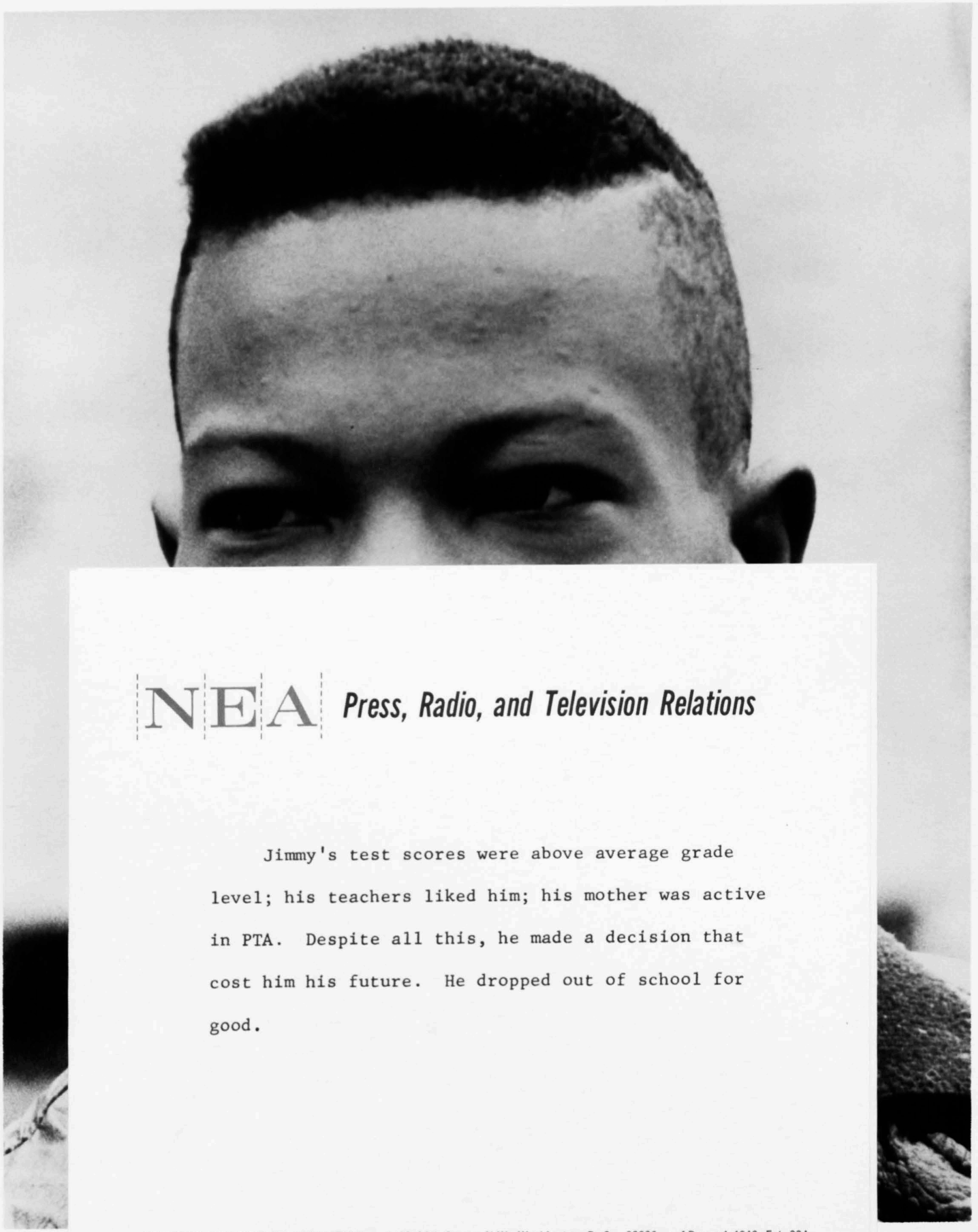
Executive Producer-Writer of "Jimmy" was Irving Gitlin, with director-photographers William C. Jersey and Graeme Ferguson.

It is one of more than 30 documentary films on subjects of educational significance that the NEA and its state affiliates have presented in the last 15 years.

In addition to its use on television during and after the premiere period in late September, "Jimmy" will also be available for showing by educational, civic, social, and business groups. Black and white 16 mm prints may be obtained on loan from state education associations or purchased from the NEA Division of Press, Radio and Television Relations for $35 each.

# # #

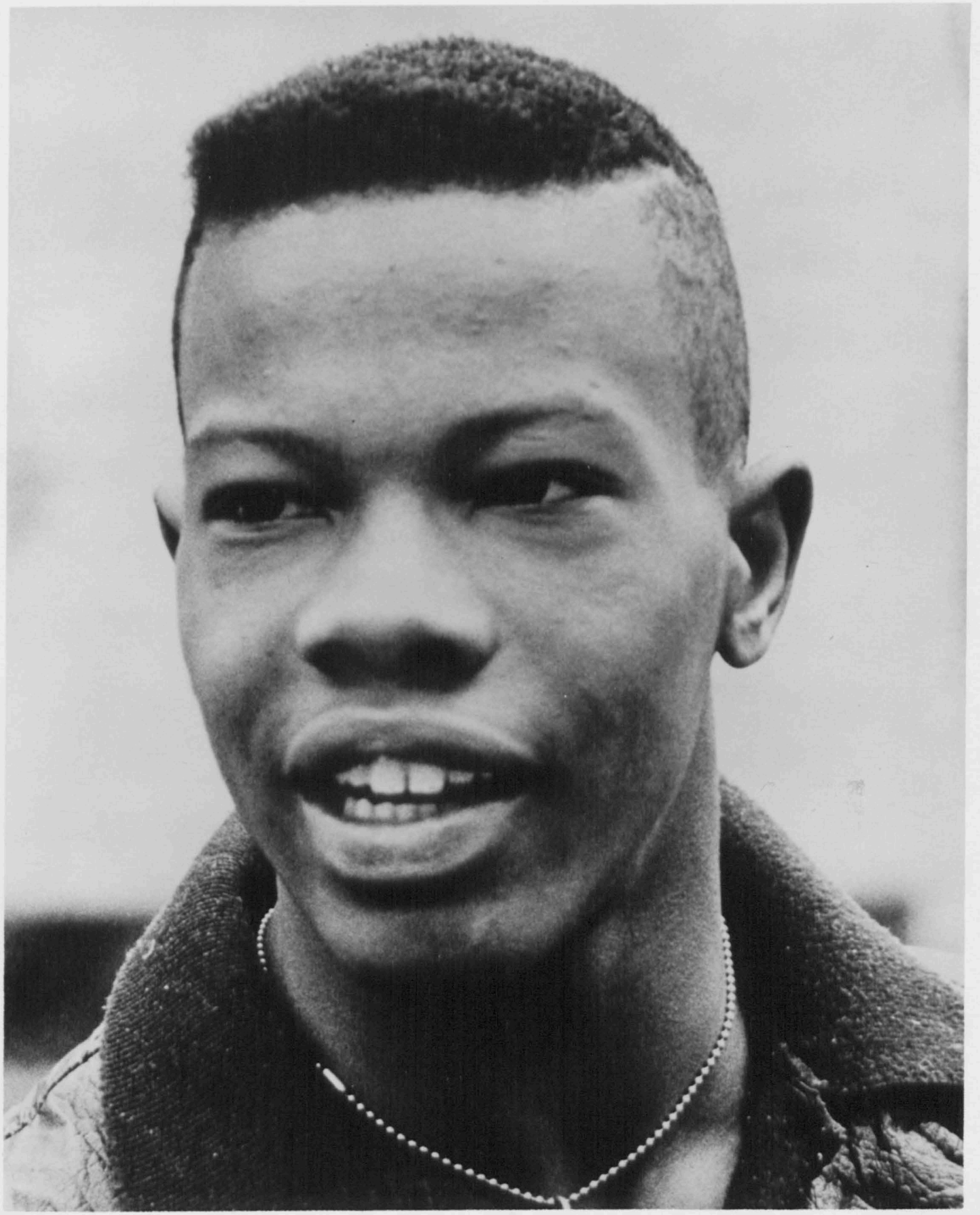
July 25, 1966



NEA *Press, Radio, and Television Relations*

Jimmy's test scores were above average grade level; his teachers liked him; his mother was active in PTA. Despite all this, he made a decision that cost him his future. He dropped out of school for good.

NATIONAL EDUCATION ASSOCIATION • 1201 16th Street, N.W., Washington, D. C. 20036 • ADams 4-4848, Ext. 284



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For Further Information:
Howard Carroll or Tom Hawkins

FOR RELEASE AT WILL

SPECIAL TO STATE EDUCATION JOURNALS

Veteran Educator Shirley Cooper of AASA
Dies On Job of Heart Attack July 1

WASHINGTON, D.C. (SPECIAL)--Shirley Cooper, national known and beloved educator and director of inservice education of the American Association of School Administrators, where he had worked for the past 17 years, suffered a fatal heart attack on Friday, July 1, while at work on a forthcoming AASA publication on school buildings of which he was co-author and editor.

Dr. Cooper, who devoted his lifetime to improving public education in the nation was director of the annual AASA School Building Architectural Exhibit, coordinator of the extensive Drive-In Conference program of AASA which was specially designed to reach school administrators in the rural areas of the country, and director of institutes and workshops devoted to inservice education programs for school administrators.

Born on the Dry Fork in West Virginia in 1899, Dr. Cooper began his professional career as a one-room school teacher in Tucker County. He went on to become assistant superintendent and superintendent of Tucker County Schools, where he served until moving to Cornell University to work on his doctoral degree.

He subsequently was research associate at the New York State Education Department, assistant director of the NEA Department of Rural Education, a civilian

(More)

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instructor for the Army Air Corps during war years, and prior to joining AASA was associate professor of education at the University of Wisconsin.

He was co-author and editor of Imperatives in Education, Conservation--In the People's Hands, Inservice Education for School Administration, Planning America's School Buildings, School District Organization, The County Superintendent of Schools, and the annual AASA School Building Filmstrip; and co-author of Your School District, Improving Educational Opportunities in Rural Areas, County School Administration, and Vignettes on the Theory and Practice of School Administration.

He has been a speaker at innumerable local, regional, national, and international educational meetings, a visiting lecturer at numerous colleges and universities, and a member of the NEA, AASA, the NEA Department of Rural Education, American Educational Research Association, National Society for the Study of Education, Phi Delta Kappa, the National Council on Schoolhouse Construction, and an honorary member of The American Institute of Architects.

# # #

7/26/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 26, 1966

MEMORANDUM TO: Education Writers and Broadcasters

FROM: Tom Hawkins, Division of Press, Radio, and Television Relations of the National Education Association (NEA)

SUBJECT: Seminar on Professional Negotiation in Public Education, co-sponsored by NEA and the University of Chicago's Graduate School of Education

THE PLACE: The University's Law School, July 31 - August 5

This Midwestern seminar is drawing 100 school superintendents, leaders of education associations, officers of state organizations, NEA and Chicago speakers to discuss practical methods for improving professional negotiation in public education.

Speakers from the Chicago area include:

Lester B. Ball, Superintendent of Schools, Oak Park; Roald Campbell, Dean, Graduate School of Education, University of Chicago; Robert Cole, Executive Secretary, Illinois Association of School Boards; Walter Cooper, Superintendent, Jay Sterling Morton High School District, Cicero; Luvern L. Cunningham, Director, Midwest Administration Center, University of Chicago; Dan C. Lortie, Associate Professor, Department of Education, University of Chicago; Kenton E. Stephens, Superintendent of Schools, Riverside; Wesley Wildman, Director, Labor-Management Projects, Industrial Relations Center, University of Chicago.

Speakers from the NEA include:

Roy A. Archibald, West Coast Representative; John Carlson, Associate Director, Urban Services Division; Donald L. Conrad, Associate Secretary, Commission on Professional Rights and Responsibilities; Cecil J. Hannan, Assistant Executive Secretary for Professional Development and Welfare; Robert W. McLain, Office of the Assistant Executive Secretary for Professional Development and Welfare; Richard L. Morgan, Associate Legal Counsel, Commission on Professional Rights and Responsibilities; John H. Starie, Director, Division of Affiliates and Membership; Allan M. West, Assistant Executive Secretary for Field Operations and Urban Services; Arnold W. Wolpert, Director, Division of Urban Services.

Speakers from other parts of the country include:

Arvid Anderson, Member, Wisconsin Employee Relations Board; Arthur W. Eve, Director of Curriculum, Washington Township Schools, Centerville, Ohio; Howard Goold, Executive Secretary, New York State Teachers Association, Albany; Frederick L. Hipp, Executive Secretary, New Jersey Education Association, Trenton; Charles M. Rehmus, Co-Director, Institute of Labor and Industrial Relations, University of Michigan; Theodore W. Swift, Attorney, Lansing, Mich.; Donald H. Wollett, Attorney, New York City.

A program is enclosed. Please let us know if we can be of further service to you in covering this meeting.

A G E N D A

SEMINAR ON PROFESSIONAL NEGOTIATION IN PUBLIC EDUCATION

CO-SPONSORS: NATIONAL EDUCATION ASSOCIATION -- UNIVERSITY OF CHICAGO

July 31 - August 5

SUNDAY, JULY 31

3:30 p.m. Registration and Dinner

7:00 p.m. GENERAL SESSION

"Collective Action and the Aims of Education"

Cecil J. Hannan, Assistant Executive Secretary for Professional Development and Welfare, NEA

MONDAY, AUGUST 1

HISTORY AND EVOLUTION OF THE COLLECTIVE ACTION PROCESS

9:00 a.m. GENERAL SESSION - Lectures and Discussion

"Collective Bargaining in Industry"

Arvid Anderson, Member, Wisconsin Employee Relations Board

"Collective Negotiation for Public Employees"

Charles M. Rehmus, Co-Director, Institute of Labor and Industrial Relations, University of Michigan

"Professional Negotiation for Teachers"

Arnold W. Wolpert, Director
Division of Urban Services, NEA

12:30 p.m. Lunch - Open

1:30 p.m. DISCUSSION PANEL

"Implication for Structure"

Fredrick L. Hipp, Executive Secretary
New Jersey Education Association

Howard Goold, Executive Secretary
New York State Teachers Association

Cecil J. Hannan, Assistant Executive Secretary for Professional Development and Welfare, NEA

3:30 p.m. DISCUSSION GROUPS

4:30 p.m. Adjournment - Evening Open

TUESDAY, AUGUST 2

RESEARCH AND EXPERIENCE IN COLLECTIVE ACTION FOR TEACHERS

9:00 a.m. GENERAL SESSION - Lectures and Discussion

"Uses of Research"

Wesley Wildman, Director, Labor-Management Projects, Industrial Relations Center, University of Chicago

Arthur W. Eve, Director of Curriculum, Washington Township Schools, Centerville, Ohio

"Uses of Experience"

Frederick L. Hipp, Executive Secretary
New Jersey Education Association

12:30 p.m. Lunch - Open

1:30 p.m. DISCUSSION GROUPS

3:00 p.m. GENERAL SESSION

"Effective Grievance Procedures"

Donald L. Conrad, Associate Secretary, Commission on Professional Rights and Responsibilities, NEA

4:30 p.m. Dinner - Open

7:30 p.m. GENERAL SESSION

"Can Teaching Move from Semi-Professional to Professional Standing?"

Dan C. Lortie, Associate Professor, Department of Education, University of Chicago

WEDNESDAY, AUGUST 3

ROLES AND RELATIONSHIPS

9:00 a.m. GENERAL SESSION

"The Changing Role of the Superintendency"

Leslie B. Ball, Superintendent of Schools,
Oak Park, Illinois

Roald Campbell, Dean, Graduate School of Education,
University of Chicago

Wednesday, August 3, Continued

"The Changing Role of the Principal"

Luvern L. Cunningham, Director, Midwest Administration Center, University of Chicago

Walter Cooper, Superintendent, Jay Sterling Morton High School District, Cicero, Illinois

12:30 p.m. Lunch - Open

1:30 p.m. DISCUSSION GROUPS

3:30 p.m. GENERAL SESSION

"The Changing Role of the Local Association"

John H. Starie, Director, Division of Affiliates and Membership, NEA

Kenton E. Stephens, Superintendent of Schools, Riverside, Illinois

4:30 p.m. Adjournment - Evening Open

THURSDAY, AUGUST 4

THE PROCESS OF NEGOTIATION

9:00 a.m. GENERAL SESSION - Lectures and Discussion

"Negotiation Processes and Techniques"

Theodore W. Swift, Attorney, Foster, Campbell, Lindemer & McGurrin, Lansing, Michigan

Donald H. Wollett, Attorney, Kaye, Scholer, Fierman, Hays & Handler, New York, N. Y.

12:30 p.m. Lunch - Open

1:30 p.m. DISCUSSION GROUPS

3:00 p.m. GENERAL SESSION

"Good Faith Negotiations"

Roy A. Archibald, NEA West Coast Representative

4:30 p.m. Dinner - Open

FRIDAY, AUGUST 5

PROFESSIONAL SANCTIONS

9:00 a.m. GENERAL SESSION - Lectures and Discussion

"Sanctions as a Means of Creating a Public Issue"

Richard B. Kennan, Executive Secretary, Commission on Professional Rights and Responsibilities, NEA

"Sanctions as a Means of Motivating Political Action"

Richard L. Morgan, Associate Legal Counsel, Commission on Professional Rights and Responsibilities, NEA

"Some Issues in the Use of Sanctions"

Robert Cole, Executive Secretary, Illinois Association of School Boards

12:30 p.m. CLOSING LUNCHEON

"The Future of Collective Action in Education"

Allan M. West, Assistant Executive Secretary for Field Operations and Urban Services, NEA

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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FOR IMMEDIATE RELEASE

William H. Morris Is Appointed
Associate Secretary of NASSP

WASHINGTON, D. C., July 25--William H. Morris, formerly of the U. S. State Department, has been named associate secretary of the National Association of Secondary-School Principals (NASSP), according to Executive Secretary Ellsworth Tompkins. NASSP is a department of the National Education Association.

A native of Philadelphia, Morris comes to NASSP from the State Department's Bureau of Educational and Cultural Affairs where he was deputy director for Far Eastern Programs. He will be especially concerned with international activities for NASSP.

Morris headed editorial services at the Office of Education (HEW), from 1947 to 1951 when he entered the U. S. foreign service. He served as cultural affairs officer in London, Stockholm, and Manila during the next 10 years.

Morris began his career as teacher of history in Lewes, Del., and later became assistant state administrator of the National Youth Administration from 1937 to 1941. Through 1944-46 he was information and education officer in New Guinea and the Philippines.

He attended Princeton University and Teachers College, Columbia University.

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1966

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Sent to: News Desk of

THE WASHINGTON POST
THE WASHINGTON EVENING STAR
THE WASHINGTON DAILY NEWS

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1966

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 25, 1966

MEMORANDUM TO: Officers of the National Education Association
Officers of State Education Associations
Public Relations Directors, State Education Associations
Editors, State Education Associations
Directors of NEA Headquarters Units

With all of the demands on your time at the Miami Beach convention of the National Education Association, you may not have been able to attend the "Magazine Showcase" session sponsored by the Joint Committee of the NEA and the Magazine Publishers Association.

The comments made during this meeting by A. E. Hotchner, best-selling author of "Papa Hemingway;" Newsweek's White House Correspondent Charles W. Roberts; and Look's West Coast Editorial Manager George B. Leonard were of such unusual interest we would like to share them with you.

Carroll F. Johnson, co-chairman of the Joint Committee, also had some pertinent things to say regarding the community of interest that exists between education and magazine publishing.

The "Magazine Showcase" format, by the way, is one that the Joint Committee has used in its last four annual meetings held during NEA conventions. The idea is to have top editors, Washington correspondents, and major authors whose work has appeared recently in national magazines "step out of the pages" to discuss articles of unusual significance to teachers. Judging from the standing-room-only attendance we have had at each Showcase, it is an extremely popular format with teachers.

We are also enclosing a complimentary copy of a new booklet "Tomorrow in Education: National Magazines Report on America's Schools" which was released at the "Magazine Showcase" session. Written by famed magazine writer Samuel Grafton, it digests some 44 articles from 25 different magazines which illustrate the new and central importance of education to the life of every American. We thought you might like to have this for your reference shelf.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

"MAGAZINE SHOWCASE"

Sponsored by
the
Joint Committee
of the
National Education Association
and the
Magazine Publishers Association

Presiding: Carroll F. Johnson, Superintendent of Schools, White Plains, New York; and Co-Chairman, Joint Committee of the National Education Association and the Magazine Publishers Association

Speakers: A. E. Hotchner, novelist, magazine writer, television dramatist, and author of the best-selling memoir, "Papa Hemingway"

Charles W. Roberts, White House Correspondent, Newsweek
"Report from Washington"

George B. Leonard, Jr., West Coast Editorial Manager, Look
"Testing Vs Your Child"

June 29, 1966 West Ballroom Fontainebleau Hotel Miami Beach, Florida

CARROLL F. JOHNSON

It's a real pleasure to welcome you to the open meeting of the Joint Committee of the National Education Association and the Magazine Publishers Association -- a committee which came into existence a dozen years ago with the purpose of strengthening the very real and natural community of interest shared by educators and the publishers, editors, and writers of the magazine world.

That community of interest might be expressed in a simple slogan which both educators and magazine people could use to describe their own central purpose. The slogan would be: "For people whose minds are at work."

Those of us who are educators know very well that our commitment is to the life of the mind, to the nurturing of rational thinking among the young people entrusted to our classrooms.

Magazine editors and writers have the same commitment to the life of the mind, the same responsibility to the "thinking man." Magazines can select, they can probe, they can investigate. They can reflect, interpret, quarrel with, applaud. They can identify issues, trends, problems.

Indeed, magazines, increasingly in the last decade, have done all these things with respect to education itself....and their articles and editorials and picture essays have done much to increase the ordinary citizen's understanding of educational problems and his grasp of what must be done to solve those problems.

Our best magazines feel a great responsibility to increase that understanding....not just of the schools -- but of all the complex strands in the fabric of an increasingly complicated society. They take on the "real world" in every issue -- and write about it in adult stimulating ways.

And this, of course, is why magazines are so useful to teachers like yourself -- they are a tool which you can use to widen the walls of your classroom as you work with students of all ages in all subjects.

Three years ago, the Joint Committee was looking for a way to alert the classroom teachers who come to NEA to some of the best articles currently appearing in national magazines....articles which would provide material which could be used in their teaching.

We hit upon the "Magazine Showcase" idea in which real-life editors and writers of current magazine articles would "step out of the pages," so to speak, and come to the joint session to tell teachers the "inside story" of those articles and stories.

The first "Showcase" made its debut at the Detroit NEA convention with speakers from LOOK, Changing Times, and Reader's Digest. The following year found us in Seattle hearing from speakers from American Heritage, the Saturday Evening Post, and again LOOK. In New York last summer, our speakers were authors whose work was published in Life, Venture, and Harper's.

It's hard to keep a thing exclusive when it's as popular as a "Magazine

Showcase." A couple of years ago, a department of the NEA, the National Association of Secondary-School Principals, heard about it and indicated they would like to have a Showcase program for their annual convention. The result was the Joint Committee has had two successive meetings at which magazine representatives from the Atlantic Monthly, Venture, Reader's Digest, Redbook, Ebony, and Time-Life have appeared.

Every one of these "Showcase" sessions have played to standing-room-only audiences which didn't surprise us one bit, considering the caliber of the speakers involved. But I can truthfully say none could top the lineup we have today on this platform.

Our first speaker is the author of that vivid and much discussed memoir, "Papa Hemingway." A.E. Hotchner, young enough to be Hemingway's son, was born in St. Louis, Missouri, in 1920, twenty-one years after Hemingway was born in Oak Park, Illinois. Hotchner was still an undergraduate at Washington University, St. Louis, where he later attended law school, when Hemingway was already established as a literary celebrity.

The two met for the first time in Cuba in 1948. During the war Mr. Hotchner served with the 13th Wing, A.A.F. Antisubmarine Command, and also on the staff of the official A.A.F. magazine, Air Force. Discharged in 1946 with the rank of major, he settled in Paris to try himself out as a writer by contributing to the Paris Post and other periodicals. Subsequently he returned to New York to take a job as articles editor with Cosmopolitan magazine.

From 1950 on, as a free-lance writer he authored over 300 articles and short stories in national magazines such as The Saturday Evening Post, Esquire, Ladies Home Journal, Colliers, True, This Week, Redbook, Cosmopolitan, and Reader's Digest. He is the author of a novel, The Dangerous American, published in 1958 by Random House, and of a play, The White House, which was performed on Broadway in 1964 with Helen Hayes in the lead. On television, he wrote original dramas for Playhouse 90 and other major dramatic programs. He has dramatized for television a number of Hemingway's works, such as "For Whom the Bell Tolls," "World of Nick Adams," and "The Battler." He has also written one Hemingway motion picture, "Adventures of a Young Man," based on his above-mentioned television version of "World of Nick Adams."

It was Cosmopolitan which sent Hotchner to Havana in 1948 with orders to persuade Hemingway, then living at Finca Vigia, his Cuban country house, to write an article for the magazine.

Mr. Hotchner now confesses that after reaching Havana he sat around his hotel pool for two days while trying to screw up the courage to knock on Finca Vigia's front door or even to call on the telephone. But eventually a meeting was arranged, and it went off magnificently: "We discussed Robert Flaherty's documentary films, which Hemingway greatly admired, Ted Williams, the Book-of-the-Month Club, Lena Horne, Proust, television, swordfish recipes, aphrodisiacs and Indians." The next morning the Cosmopolitan envoy sailed out of Havana harbor with Hotchner aboard Hemingway's forty-foot cabin cruiser Pilar to try to catch a few marlin. And thus began a friendship which was to last for the last 14 years of the great author's life.

Mr. Hotchner's notes of the conversations and events of those years

provide the authority and material for "Papa Hemingway," which he will discuss today.

MR. HOTCHNER (Summary of Remarks):

Mr. Hotchner began his talk by answering criticisms which have been made of parts of "Papa Hemingway" -- particularly that section which deals in frank detail with events leading up to the great writer's suicide.

He explained that his own decision to relate the facts with complete candor was influenced by Hemingway himself who had once told him that there was "only one way to account for things -- to tell the whole truth about them, holding back nothing; to tell the reader the way it truly happened, the ecstasy and sorrow, remorse and how the weather was, and with any luck, the reader will find his way to the heart of the thing itself."

Relating anecdotes of the eventful fourteen years he knew Hemingway -- deep-sea fishing in Cuba, touring the bullfight circuit in Spain, hunting in Ketchum, Idaho, running with the bulls in Pamplona -- Mr. Hotchner described how they met in Havana; a memorable stay at the fall steeplechase meet at Auteuil, France which they attended every day while Hemingway ostensibly was finishing the last three chapters of "Across the River and into the Trees;" playing baseball and breaking a window at the elegant Gritti Palace in Venice. The manager said it was the first time in the Gritti's 300-year-old history that anyone had ever played baseball in one of the rooms and in commemoration of the event, they were reducing the bill by ten per cent. This, Hemingway told Hotchner, went to prove that it pays to stay at the best places.

He recalled Hemingway's telling him about World War II experiences, and how other correspondents sometimes "pinched" his best stories. One time, Hemingway told another correspondent how the best air raid alarm was given by the attitude of cattle in the fields. Long before anyone could hear sounds, Hemingway said, the cattle would stiffen and stop grazing when planes were approaching. Later, Hemingway noticed his old friend being congratulated on a great dispatch to his paper. Hemingway investigated and found his pal had been picking his brains for some time and writing a series of articles on Hemingway's ideas and observations.

Mr. Hotchner also related a hilarious sequence in Spain in 1959 when, thinking it was all an elaborate joke, he found himself dressed in the skin-tight costume of a matador and pushed into the bullring to perform. His manager: Ernest Hemingway.

In serious vein, Mr. Hotchner maintained that Hemingway's life -- and death -- underscored the famous author's deeply-held belief that man can be destroyed but not defeated. About writing, Hotchner declared that Hemingway's credo was to "write as well as I can about things that I know and feel deeply about."

MR. JOHNSON:

Our next speaker is one of Washington's most distinguished correspondents. Charles W. Roberts has covered and known intimately the last three Presidents of the United States. He has been assigned to the White House by Newsweek since 1954, and has been Assistant Chief of the magazine's Washington bureau since August 1962.

Mr. Roberts has traveled 300,000 miles to 23 foreign countries with the chief executives -- by motorcade, helicopter, plane, train and ship, keeping as close to the President on an hour-by-hour basis as the Secret Service will allow. He was one of three newsmen who witnessed the swearing in of Lyndon B. Johnson on the Presidential airplane at Dallas' Love Field after the assassination of President Kennedy, and was one of two reporters who accompanied the new President, his wife and Mrs. Jacqueline Kennedy to Washington aboard the plane bearing the body of the slain President.

After six years of covering President Eisenhower -- through his illnesses, summit conferences, goodwill journeys and on the golf course -- Mr. Roberts was assigned to the then-Senator Kennedy during the 1960 campaign and reported on him until his assassination on Nov. 22, 1963. Since that time he has covered President Johnson on the same continuous basis -- at the LBJ ranch in Texas, the White House, Presidential news conferences or anywhere the President may choose to go.

Drawing from these experiences and his closeness to President Johnson, Mr. Roberts wrote the book "LBJ's Inner Circle" (Delacorte, 1965).

Mr. Roberts joined Newsweek in 1951 as Chicago Bureau Chief. He reported the Adlai Stevenson Presidential build-up and Stevenson's 1952 election campaign. After two years in Chicago, he was transferred to New York as editor of The Periscope department. The following year he was assigned to the Washington Bureau. His exclusive disclosures during the Eisenhower era included stories on the "colonel's revolt" against the Administration's defense budget, the blue-print of a new U. S. disarmament plan, the first break on the President's desire to "go slow" on school integration and the first outline of Mr. Eisenhower's controversial White House reorganization plan calling for a "first Secretary of Government" to take precedence over the Secretary of State.

In August 1965 Mr. Roberts conducted the first major, on-the-record interview with Mr. Johnson since the President took office.

A native of Chicago, Mr. Roberts worked as a part-time sports writer for the Evanston Daily News-Index while attending high school in Evanston, Ill., and after graduation served as a full-time police and court reporter. He worked briefly for the old Minneapolis Journal while attending the University of Minnesota and was Editor of the undergraduate publication, the Minnesota Daily.

He returned to Chicago where he started as a police reporter for the City News Bureau in 1940. He joined the Chicago Tribune the following year, but four months before Pearl Harbor resigned to enlist in the Navy. He served as

gunnery officer of an escort carrier on anti-submarine duty in the North Atlantic for three years and as an intelligence officer in the Office of Strategic Services in Washington during his last six months in the Navy.

Mr. Roberts resumed his newspaper career with the Chicago Sun in January 1946, covering top stories for the Sun and later for the merged Chicago Sun-Times. He later became Assistant City Editor of that paper. Turning to investigative reporting, he joined the Chicago Daily News in October 1950 and exposed several irregularities involving state harness racing officials. His coverage of these scandals won for him a 1951 Chicago Page One award.

Now with his "Report from Washington," may I present Newsweek's Charles W. Roberts.

MR. ROBERTS:

Thank you, Mr. Johnson, for that technicolored introduction. And I want to say this is my kind of town. Miami Beach is known for its hurricanes -- and at 1600 Pennsylvania Avenue I work in a cave of winds, so I feel right at home. Your introduction was far more charitable than the one I got the last time I spoke down south. That time the toastmaster concluded his build-up of me by saying: AND NOW WE ALL WANT TO HEAR THE DOPE FROM WASHINGTON!

I am going to try to be judicious today -- to look at the good as well as the bad -- in discussing President Johnson, and what he is doing FOR you, or TO you, depending on your point of view. Let's start with the premise that no President who has been a schoolteacher can be all bad. Seriously, I hope we can talk under the rules Mr. Johnson prescribes for everybody -- but never follows himself -- namely that "WE CAN DISAGREE WITHOUT BEING DISAGREE-ABLE."

President Johnson has been in office now for 31 months -- just a few weeks short of the 1,000 days allotted to his predecessor.

Though comparisons are odious, I think enough time has elapsed to draw a few parallels and contrasts between Mr. Johnson and his predecessor. I would like to look at three aspects of the Johnson Presidency -- first his domestic record, then his foreign relations, and finally, his press relations -- or what the White House press corps now knows as his POOR RELATIONS.

On the domestic side I think we should start right out by saying that Lyndon Johnson has achieved, in less than three years, a record that -- if he were not a wartime President -- would already have secured his niche in history. This may sound like rank adulation, but it isn't. In fact, quite frankly, it is almost grudgingly that I say he has settled some domestic problems and strongarmed or cajoled some legislation out of Congress that his immediate predecessor might never have attained.

The President's masterful takeover began characteristically during that

nightmarish 2 hour and 12 minute flight from Dallas to Washington on November 22, 1963. With an assurance born of 33 years in government, he exuded confidence when the rest of the world -- and certainly those of us on his plane -- were too shattered even to think. He thought of everything that needed to be done: arrangements for Jackie Kennedy, a worldwide alert of American combat troops. Remarkably, on that brief flight, he also found time for a conference on President Kennedy's stalled legislative program. And even then he showed a supersensitivity about his press relations: Three times during the flight he came forward to talk to the two reporters aboard his plane while we were trying to record the history we had just witnessed.

This was the first time in my 20-odd years as a reporter I had ever felt like saying to the President of the United States: "LOOK, I KNOW YOU WANT TO TALK, BUT I'VE GOT WORK TO DO."

All of the qualities and foibles he showed on that flight, have characterized the Johnson Presidency ever since -- the compassion, the toughness, the drive, the confidence, and especially the desire for UNITY.

It was during his first 30 days in office, during the moratorium on politics following President Kennedy's death, that Mr. Johnson really drove home the UNITY theme -- in personal appeals at the White House to literally hundreds of leaders of various communities -- Congressional leaders, publishers, educators, business leaders, labor leaders, civic leaders, Negro leaders, Jewish, Catholic and Protestant leaders, the heads of foreign governments. In my judgment, though the focus of public attention was on his murdered predecessor during much of that time, this was one of the most significant and fruitful periods of Johnson's presidency.

During that period Johnson applied his celebrated TREATMENT -- the laying on of hands and the pressing of flesh -- to hundreds of opinion-moulders he might never have reached under other circumstances. It was not the arm-twisting treatment, it was Johnson saying I NEED YOUR HELP, or as he puts it I NEED YOUR HEP.

It worked wonders -- and is working wonders to this day. In Congress, where at first he had only slender majorities, it helped him break a Congressional logjam that had brought John Kennedy's New Frontier program to an absolute standstill. In his first few months Johnson made several legislative breakthroughs that Kennedy might never have achieved -- the $11.6 billion tax cut, the civil rights bill of 1964, to name a couple that were completely pigeonholed when Kennedy died.

It was during this period, with his first budget, billions of dollars under what the experts had predicted, that Johnson established his almost-untarnishable reputation for frugality, a legend to which he has recently added a story about himself.

As Johnson tells it, he was measured for two suits -- one blue and one brown -- just before his nearly fatal heart attack ten years ago. When his tailor read that he was near death, that his chances were only 50-50 of surviving, he called Lady Bird to see if he should go ahead and cut the suits.

Mrs. Johnson didn't want to waste any money so she went to Lyndon and asked him. Johnson thought a minute and then told her: "TELL HIM JUST TO MAKE THE BLUE ONE, WE CAN USE THAT EITHER WAY."

Nowadays, with bigger majorities in both Houses, including many freshmen Congressmen who rode in on his coattails, Johnson's appeal for UNITY sometimes translates simply, LET'S DO IT MY WAY. But his record is still nothing short of spectacular: An education bill, that neither Truman, Ike nor Kennedy could get out of committee, the excise tax cut, the voter rights bill, a new department of Housing and Urban Development, broadened social security medicare and a dozen other measures that looked like pie in the sky, to Democrats anyway, just four years ago. I'm sure you're aware that in fiscal 1967, which begins this Friday, the federal outlay for education will be 10.2 billion dollars -- more than double what we were spending just three years ago.

Elsewhere on the domestic front, the President has held the line on price increases in steel, copper and aluminum: in the aluminum price rollback, instead of going angrily on T.V., as Kennedy did, he simply dumped a big chunk of stockpiled Government aluminum on the market -- and quietly got the same result. And he has forced the settlement of two potentially crippling labor disputes that might well have gone to a strike under any other recent President -- the chronic featherbedding dispute on the railroads and last year's threatened steel strike.

His technique for settling labor disputes is novel.

He simply invokes his favorite phrase from Isaiah -- "Come let us reason together" -- and then locks the negotiators in a room for a week or two.

Looking back on these settlements, I think Johnson must read the rest of that famous passage from Isaiah -- the part we never hear -- to those negotiators.

The words after COME LET US REASON TOGETHER, ARE: "IF YE BE WILLING AND OBEDIENT YE SHALL EAT THE GOOD OF THE LAND....BUT IF YE REFUSE AND REBEL, YE SHALL BE DEVOURED BY THE SWORD, FOR THE LORD HATH SPOKEN."

So, whether you like his domestic policies or not, you've got to concede that Johnson is consummately skilled at putting them into effect.

The bigger question, and our second question, is whether he is AS effective in foreign affairs....and, alas, for the most domestic-oriented since Coolidge, it is his conduct of foreign affairs on which history will judge him. To get a little perspective, let's go back again to the President's takeover.

When I thought of President Johnson and foreign affairs during those first few hours, frankly, I shuddered. I recalled Vice President Johnson uttering the rebel yell in India's sacred Taj Mahal and making a stem-winding political speech on the hallowed ground of a war memorial in Helsinki, passing out ball-point pens and trinkets to high officials of the Swedish government, and issuing that you-all-come-and-see-me invitation to a camel driver in Karachi.

Here was a man, it seemed to me who had a master's touch in politics and on domestic issues -- where compromise is the name of the game -- but a man who, with his quick temper, unpredictability, and lack of subtlety, would surely stumble in the minefield of foreign affairs.

My fears were intensified the next month when, in his first overseas crisis -- the anti-American rioting in the Panama Canal Zone -- he placed a phone call directly to the President of Panama. That works with Congressmen, the sophisticates wailed, but it just ISN'T DONE in international diplomacy.

Well, Johnson did it -- (I would love to have a tape recording of that conversation) -- and it worked. He blocked Panama's squeeze play on the canal and won grudging praise from the holdover members of President Kennedy's crisis cabinet, the National Security Council.

After that crisis a top member of his holdover Kennedy staff -- since he is leaving I guess I can now identify him as McGeorge Bundy -- told me with obvious surprise: Lyndon Johnson -- MAY TALK FROM THE HIP, BUT HE DOESN'T SHOOT FROM THE HIP.

Even though it means admitting that my own crystal ball was glazed, I think that's still a pretty good description of the way Mr. Johnson operates in foreign affairs.

In every crisis since -- at Guantanamo Bay (where Barry Goldwater wanted to send in a Marine battalion to turn on the water), in the Congo....from Cyprus to Zanzibar....Johnson has shown that he can match our overwhelming national power with national restraint. Actually, he is MORE deliberate, less intuitive, than Kennedy. Where Kennedy tended to fly by the seat of his pants, or work with hastily-assembled Ad Hoc committees, Johnson relies more on his official advisers and his regular chain of command. This was true of his handling of the Dominican Republic, where, in my judgment, he has now been vindicated.

This has been true of his handling of Vietnam which we'll now get down to: In his first year in office -- in fact, until after the 1964 election -- Johnson had as little as possible to do with the Vietnam war, publicly at least. There was a simple reason: He did not want to get OVERIDENTIFIED with an unpopular war before the 1964 election.

But after his election he faced up to the fact that South Vietnam, and the United States, were taking a licking -- that President Kennedy's 1961 strategy of fighting a tougher anti-guerilla war, using men in green berets, just wasn't working. Whatever you may think about Johnson being impulsive, the evidence that he was deliberate in reaching his decision to escalate that war -- or to stop losing it -- is overwhelming. He has told me that he made his decision we would have to change our strategy in October 1964, --nearly a month before the election and four months before we bombed north. During that four months the President was exploring every option open to him. He was of course, also, waiting for an event, such as the Viet Cong's savage attack on the U. S. barracks at Pleiku, to help him form a consensus for escalation.

What Johnson DID, after all these arguments was to tear up the old North

Vietnamese rule book -- under which we were losing the war -- and begin to fight under new,American rules.

These rules permit US to inflict punishment on North Vietnam, the country that was hurting us the most. This may sound like an oversimplification, but it isn't. Under THEIR rules they were bringing bombs in from North Vietnam by boat and bullock cart, killing hundreds of innocent civilians. Under our rules we are carrying bombs north by a more efficient means -- the airplane -- and bombing bridges and military targets. As you may know today, we have escalated again. Some of Johnson's critics seem to think delivering bombs by hand is kosher, but delivering them by plane is immoral.

Now, we have not cut off completely the flow of men and arms from the north, but we have reduced it substantially, and we have made Hanoi realize that even a so-called war of liberation can be costly -- by tying up a lot of their manpower and industrial capacity.

Our vastly greater firepower on the ground, which we were not getting the full benefit of before escalation, is also beginning to make a showing in the VC casualty figures.

Now I am a little suspicious of our body counts. I am reminded of a piece Will Rogers wrote when he was cruising to the Orient during the Sino-Japanese war of the 1930's. Each day the ship's newspaper would carry a story saying that the Japanese Imperial command announced it had killed 25,000 Chinese while losing 8 Japanese soldiers. The next day it would be 30,000 Chinese dead to 10 Japanese killed. Each day Rogers showed the figures to his Chinese steward. Finally he asked him: "HOW LONG CAN THIS GO ON?"

"NOT LONG," said the Chinese smiling. "NOT MANY JAPANESE LEFT."

But even if you cut our claims in two, we have shown that we now have the capability of inflicting tremendous losses on both the Viet Cong and North Vietnamese regulars in South Vietnam. We also have the capability of punishing North Vietnam -- punishing her, in my judgment, to a point where ultimately Ho Chi Minh and the Viet Cong will be forced to talk peace.

I don't say this will happen tomorrow, or the next day, but I say it will happen if this Administration is permitted to prosecute this war. It will happen if the Bill Fulbrights and the Wayne Morses do not prevail.

Pursuing the war to that end is a grim prospect -- I fully expect that we will go to 400,000 men, with perhaps a call-up of reserves, and maybe even price and wage controls -- perhaps another two or three years of fighting -- before we are able to get out of Vietnam on honorable terms. But even giving them credit for good intentions -- the same desire for peace we all share -- the Fulbrights and the Morses have not offered us, and do not have any practical alternatives to what we are now doing.

The fact is, when the talk turns to alternatives, they turn suddenly vague.

The President has said privately that we have only four alternatives:

The first is further escalation; the second is to adopt George Kennan's enclave theory, holing up within fortress areas in Vietnam; the third is withdrawal; and the fourth is what we are doing -- applying increasing pressure, with restraint, while exploring at the same time every avenue (or back alley) that might lead to a peace conference table.

I think the dangers of a massive escalation, perhaps inviting World War III, are apparent to all. I don't think we need seriously consider the enclave idea, which the President calls, in pure 100-proof Johnsonese, "HUNKERING UP LIKE A JACKASS IN A HAILSTORM," and which would mean turning most of the country over to the Communists.

Outside of our present course, this leaves just withdrawal, which the President again in Johnsonese, calls TUCKING TAIL. The dangers of withdrawal, which the Fulbrights and the Morses SEEM to favor, are it seems to me, too little understood.

A withdrawal would mean, first of all, leaving behind us perhaps 50,000 South Vietnamese officials, our allies for the past 12 years, to be slaughtered by the Viet Cong. It would mean an end to the Truman-Eisenhower-Kennedy-Johnson doctrine of holding the line on Communist expansion as we have held it in Europe and the Middle East through collective security arrangements, and this would send our other allies around the world scurrying for new security arrangements. And, finally, with respect to the rest of Asia, it would say to Peking in unmistakable language: GO AHEAD AND TAKE OVER.

If you think an expansionist power, such as China, would STOP on such a signal, I invite your attention to what happened after Munich -- what happened to Estonia, Latvia, Lithuania, Poland, Rumania, Czechoslovakia, Hungary, Bulgaria and a number of other once-independent countries whose names we have almost forgotten.

The argument is made that the Munich analogy is not precise -- that a pullout in Vietnam would not be an Asian Munich. To that I say -- I don't want to see the theory tested on Burma, Thailand, India, Pakistan, the Philippines, and Japan, just to name a few countries whose independence would be fatally undermined if not instantly shattered were we to "tuck our tails," as the President puts it, tomorrow.

What most of Mr. Johnson's Vietnam critics lose sight of, or conveniently ignore, when they talk of "negotiations" on Vietnam is that NOBODY in this world wants to negotiate more than Lyndon B. Johnson.

A born politician, facing Congressional elections this fall and a re-election fight in 1968 -- and with a slip showing in his Gallup poll -- he has tried every gambit known to diplomacy -- and a few that aren't in the book -- to get Hanoi to talk peace. But calling unilaterally for a suspension of bombing and peace talks -- as Senator Javits did the other day -- just doesn't bring Hanoi to the bargaining table. (Incidentally, I was amused that on the same day Javits, sometimes mentioned as a Republican vice presidential nominee, called for another bombing pause, Michigan's Gov. Romney, the man most likely to be the Republican PRESIDENTIAL nominee, was calling for a step-up in the bombing attacks.)

The President, I can report, is grimly confident that we are not only going to defeat the Communists, but that South Vietnam can become a viable non-Communist state. He has secret polls, which he has alluded to privately but never made public, showing that an anti-Communist government or slate would win a nationwide South Vietnamese election 80 per cent to 20 per cent if a free election were held today.

Despite all the noise made by the Buddhist bonzes, most South Vietnamese realize that life under the protection of rich Americans, crude as we are, is preferable to life under the Communists.

The President also has a massive plan for pacification, or reconstruction of South Vietnam, about which too little is written.

Now I am not dewy-eyed about exporting the Great Society, about stamping out ignorance, poverty, hunger and disease in South Vietnam with 500 million American dollars....or a billion.

The problem of harnessing South Vietnam to the great power of the United States is like trying to hitch a garden hose to a fire hydrant. But I am convinced that Lyndon Johnson, who got his start in politics working on a rural electric cooperative and who has a passion for schools and welfare programs -- is going to get some water -- as well as some fertilizer -- through that garden hose.

In other words, after we have got Hanoi to the bargaining table and after we have held those elections, I think the prospects for our nurturing and maintaining South Vietnam as an independent, non-Communist state are fair to good. They are not as dark as you might think if you just read the headlines. I DON'T think we should throw up our hands in despair every time 500 Buddhists demonstrate in Saigon or Hue any more than we write off our Government every time SNICK, The Committee for Filthy Speeches, or the KU KLUX KLAN hits the pavements in Berkeley or Chicago or Birmingham.

Speaking of headlines finally brings me to our third aspect of Lyndon Johnson -- his press relations.

Here I wish I could report that Johnson has grown into his job -- as he has in many other ways -- but I can't. Since the traditional press honeymoon for new Presidents, an aura of mutual respect which seemed to end in Mr. Johnson's case the day he got elected by the biggest landslide in history, his press relations have steadily worsened.

No President in my time has been so unpredictable, inconsiderate and hard to cover. The weary instant historians who are his Boswells have spent literally thousands of man-hours sitting on their baggage in such glamorous places as Austin, Texas, either because the President changed his plans or denied he ever had any.

No President in my time has ever taken so many gratuitous -- and in my opinion, unwarranted -- slaps at the press. He consistently uses the press as a whipping boy. When he sends Secretary Rusk instead of Vice President

Humphrey to Winston Churchill's funeral, when he speeds 80 miles an hour down a Texas highway, and in many other cases where he has been criticized, it never seems to occur to him that he has done wrong, only that the press has stirred up a fuss.

And he deplores what he calls SPECULATION in the press. To him speculation is an evil word that covers interpretation, explanation, or any effort to anticipate for our readers what he might do or what his options are. Apparently the President feels we should print the news just as he dictates it -- like the Congressional Record covers Congress. If that day ever comes, I need hardly remind you, we won't need newspapers or -- perish the thought -- news magazines. And we won't need journalism schools -- only schools for stenographers.

But what bothers me most -- far overshadowing these personal or professional annoyances in importance -- is his seeming inability to deal always in pure, unalloyed, unvarnished truth.

This President seems to hold press conferences for the purpose of intimidating or dominating the press rather than making known his views. And when he does make with news, there is often reason to doubt that he had been entirely candid.

When we escalated in Vietnam, for instance, bombing to the north, he insisted that we were not escalating but just conducting a reprisal raid for a V.C. attack on a G.I. barracks. (Sixteen months later we are still bombing, presumably in reprisal for that attack on Pleiku.)

When we went into the Dominican Republic with 23,000 Marines and paratroopers, he stubbornly insisted for nearly a week that we were just going in to save 1,500 American lives -- although all the world could see we were going in to prevent a Communist takeover, another Castro in the Caribbean.

And when we decided to dump aluminum from our federal stockpile on the market -- with the obvious purpose of forcing a rollback of last year's aluminum price increase -- he insisted to the end there was no connection between the dumping and the rollback, that we just wanted to get rid of some old aluminum.

These distortions or prevarications have created a credibility gap in Washington. This is not just bad for the President's press relations, although I don't think any President can long co-exist with a credibility gap. What disturbs me is that it is bad for the United States.

In modern times, before L.B.J., this nation was caught prevaricating only two times that I can remember -- once in the U-2 incident and once at the Bay of Pigs. Now the White House is apt to dissemble on almost any subject. It hurts our stature as a nation, and I don't want to see it become commonplace -- certainly not over such relatively minor matters as the price of aluminum.

In Washington today, the trick of maintaining your integrity as a White House correspondent is to avoid being captivated by the President's charm -- and he can be charming -- or intimidated by his anger.

This President can be a formidable man when he is crossed. Recently I heard an example of what his anger can do to members of his staff, if not to reporters. I wrote a story about the President's difficulty in keeping a staff. In it I quoted one former White House staffer as saying that Mr. Johnson was a "people eater."

After reading the story in Newsweek, without amusement, the President summoned Jack Valenti to his bedroom. He turned on Jack and demanded, "Who on my staff, what person who ever worked for me, could have said that I am a people eater?" Valenti replied: "I don't know Mr. People Eater....I mean Mr. President."

This, then, is my report card on Lyndon Johnson's 936 days after Dallas. In domestic affairs I'd give him an "A," and in foreign affairs -- a much tougher subject -- a "B." On his press relations I'd have to give him an "E" -- not for effort, but a conditional pass in the hope that he will get better.

In that pressure cooker known as the White House he HAS GROWN. He is a far bigger man now than when he was Senator Majority Leader. And he has acquired a few new virtues -- such as patience, which is required in large measure when you hold that awesome, ultimate responsibility. And he has learned to be courageous, even when it is unpopular to be courageous. This is a virtue I didn't see in Mr. Johnson two years ago, when he seemed to draw most of his sustenance from popularity polls.

In other words, if you were to put me on the spot, I would probably say first, that in 2½ years Mr. Johnson has proved to be the most vain, coarse, folksy, headline-hungry, demanding and unpredictable President in modern history.

But when I thought about it a minute I'd have to add: He has also proved to be the most hard-working, energetic, frugal, humanitarian, determined, and persuasive. He may even be one of the noblest men ever produced by Blanco County, Texas.

In fewer words, he is as complicated as an electronic computer -- and just as calculating. He is not stylish or lovable, but he hasn't made many BIG mistakes.

On balance I think he has been undeniably effective in an incredibly demanding job -- a job in which he holds in his hands, literally from hour to hour, not only my fate but yours.

Thank you.

MR. JOHNSON:

Our next speaker is the prizewinning "Mr. Education" of Look Magazine.

Most of you have read George B. Leonard's major article on education

entitled "Testing Vs. Your Child" which appeared in Look's issue of March 22, 1966. It is another example in a long series of distinguished reporting on education which has won for this magazine eleven National School Bell Awards.

First, and possibly most famous of Mr. Leonard's articles in this field was the widely quoted and reprinted "What Is A Teacher?" which appeared a decade ago in Look.

Mr. Leonard has been with Look since June, 1953, when he joined the editorial staff as a Senior Editor based at the magazine's New York offices. In September, 1956 he became San Francisco Editor and in March, 1962 he was appointed to his present position as West Coast Editorial Manager with headquarters in San Francisco.

While at Look, Mr. Leonard has produced articles on a wide variety of subjects, ranging from national affairs to human interest features. Mr. Leonard is also the author of a novel, "Shoulder the Sky," which was published in 1959.

A Georgian, Mr. Leonard was majoring in chemical engineering at Georgia Tech in 1942 when he enlisted in the U. S. Army Air Force. He served as a pilot and instructor with the Air Force, and flew 22 missions in the Pacific before World War II ended. He was a First Lieutenant serving as squadron operations officer at the time he returned to civilian life.

In 1946 he entered the University of North Carolina, where he switched his course of study from a major in chemistry to a major in English. Mr. Leonard had just received his diploma when he was recalled into the Air Force for the Korean conflict. He served not as a pilot but as a journalist in the Air Force Intelligence. He edited successively The Ashiya Sunday News (a base newspaper for Ashiya Air Base in Japan), a Secret Intelligence Journal of an analytical nature at Scott Air Force Base, Ill., Headquarters of Air Training Command and Air Training, an Air Force slick magazine with a readership of 300,000. During this tour of duty, Mr. Leonard was raised to Captain and immediately upon release from active duty in June, 1953, he joined Look Magazine.

In addition to his editorial duties, Mr. Leonard is in popular demand as a speaker on a subject of vital interest to him -- good education.

He will speak to us today on his article "Testing Vs. Your Child," which criticized the multiplication of all types of school testing and what such tests are doing to children and teachers.

MR. LEONARD:

Every life has turning points, but often we don't recognize them until months or years or even decades have gone by. I certainly had no idea of just what had hit me when I was called into the office of my editor, the late Dan Mich, just after summer vacation back in 1955.

Dan said he had an assignment for me -- something new for our magazine -- an extended feature consisting of more than one article. The subject was to be the Plight of the Teacher in America. Dan offered me every freedom and prerogative a writer might dream of: I could travel anywhere in the country, call upon any available expert, take all the time I needed.

My immediate response, I must confess, was perfunctory. The magazines of that day had their well-known education experts; I was not one of them. In fact, though I had two daughters in public elementary schools, I knew disgracefully little about the process of education and I still had the notion -- how old-fashioned it now seems -- that jet planes and politicians and celebrities were somehow more exciting and important than teachers and classrooms and reading methods.

No -- I really didn't know what had hit me. I didn't know that I was beginning not just one article on education but a series of some twenty as of now; that I was getting, not just an assignment but a whole new career that would bring me friends and critics, more adventures than a trip up the Amazon, and a lifelong, burning commitment to the primacy of education as the ultimate human endeavor.

All that and more has happened -- but maybe I should tell you a little bit about that first assignment, especially for the benefit of those of you -- bless the new generation -- who are too young to remember such ancient history as a magazine story of more than a decade past.

Some of you may now assume that the great wave of educational criticism began only in 1957, when the Russians sent up a Sputnik and the critics blamed the event on the U. S. seventh graders of the time. But that's not entirely true. A curious and particularly petty species of educational critic was already buzzing around in 1955. This species was preoccupied with slogans and phrases. Say the word "life adjustment" and they would lose all semblance of rationality. They could tell you what was wrong with schools, but not a word about specific, systematic ways of making them better. They wrote their angry analyses, not for parents, teachers and students, but for each other. The poor classroom teacher served merely as a volleyball for them to bat back and forth.

In this climate, my ignorance was a welcome change. I visited educators all around the country, bringing to them an open mind -- better yet, I told them, it was a complete blank. The educators smiled, hardly daring to hope that I had no ax to grind, using them as a grindstone. I visited many classrooms and met many teachers, increasingly impressed with their dedication and their hard work in most difficult circumstances. With Look photographer Charlotte Brooks I produced a picture story on one of them -- Caroline Wilson who taught second grade in Decatur, Illinois.

Some six months after I began, a 16-page lead story appeared in the Feb. 21st issue of Look. We called it "What Is A Teacher?" and it was -- among other things -- a highly personal, intimate defense of U. S. teachers against what was petty, uninformed and doctrinaire in the attacks raining down upon them.

Well . . . . . "What Is A Teacher?" hit some kind of deep chord in the

national consciousness. The story -- in all the ways you measure such things -- was a success.

Eventually it was reprinted in all sorts of places in almost every language -- and still returns to haunt me every now and then.

Looking back across 11 years, "What Is A Teacher?" seems a bit starry-eyed; maybe somewhat naive. And, if you're one of those people who spends a lot of his time trying to figure out what's chic this week, what's in and what's out, you'd be tempted to call it corny. But that's all right. After many years, I've decided that those are the dilettante's concerns. Whoever would seek a more enduring reality or do some small act to better his world can't afford to worry about the current vogue.

Anyway, that first story is still there -- as Nabolsov pointed out about some passages in his writing -- "burning softly like a pilot light in the cellar of my being, ready at the proper touch to warm me all over."

It may seem strange that I've been talking about a story that's more than 10 years old. In terms of magazine journalism, as I've suggested before, that's the archaeological past -- this era of change often relegates last decade's articles to the time capsule. I was asked here to speak, not about my first education story but my most recent, "Testing Vs. Your Child." Well, there's a long distance between stories, both in years and in tone. Where "What Is A Teacher?" seems to have been defense of teachers and educators, "Testing Vs. Your Child" might be perceived as an attack. Though it is not, I must concede that it challenges some of the most well-established, if not well-cherished, practices and assumptions of education today. The testing story is fully as uncompromising as "What Is A Teacher?" was starry-eyed.

And yet, on a deeper level, the two articles share a common purpose. They are reference points on a single journey, a journey that began back in 1955 and that each of you began in your own time.

In 1955 not many of us yet realized that education -- in a new broad sense that we are only now beginning to work out -- would become -- certainly by the year 2000 -- not just a part of life, but almost all of life for most Americans. In 1955 we didn't yet have the data to confirm mankind's oldest intuition: that each of us normally uses only a tiny proportion of his potential abilities; and that these abilities are truly enormous. In 1955, we did not yet have the specific, systematic methods that are now being rapidly developed for helping all human beings use far more of their capabilities.

The years since 1955 have cleared our vision. Now we can see that basic "educational" improvement, deep-down educational reforms are not only possible but inevitable. The only questions are: Will these improvements arrive with order or in chaos? Will the coming learning revolution -- and make no mistake about what I'm saying here -- will it be a violent or a non-violent one? The future presses in on all of us -- but more on those concerned with education than anyone else. Any present-day article that does not reveal expectation of, instructions concerning, hope for, or at least awareness of, the coming schoolhouse-shaking revolution in education is, to one degree or another, frivolous.

"Testing Vs. Your Child" -- I confess this to you now -- is not a technical study about the pros and cons of multiple choice tests; it is an impassioned plea for a new kind of school in which teachers and students can share the most awesome adventure known to man -- the communication of knowledge, the development of the human potential, the explosive freeing of the human spirit. It is a plea on behalf of all the teachers I have met since Caroline Wilson of Decatur, Illinois, back in 1955. Let me give you an example of this plea, an excerpt from the story itself:

"With education getting more and more expensive, parents -- and legislators -- are demanding a quick payoff. They want their money's worth of educational 'improvements' in terms they can readily comprehend. They want test scores that are higher than the next school's or the next town's or the next state's. They want this year's fifth grade to outscore last year's fifth grade. They rarely stop to ask just what is being scored. They want, most of all, a good college or a good job for their children, and they fully expect the schools to get it for them -- little matter how.

"Teachers are caught in the squeeze. They must teach more children than ever before -- practically the entire population of a continent-wide nation. They must teach them more than ever before. But how? In most cases -- though effective new learning methods are already available -- today's teachers are boxed into situations and methods that were outmoded 50 years ago.

"What is the teacher to do? Generally, he can come up with nothing better than assigning more and more homework, giving more and tougher tests and depending more helplessly than ever on scores of various kinds to sort out the sheep from the goats.

"In such a situation, scores and grades take on a demoniac life of their own, having as little to do with true education as a graven idol has to do with true worship. Essentially freed from the process of learning, grades can serve a darker art, instilling fear and acceptance in those of our children whom the idolaters would call 'low achievers' and showing 'high achievers' the way to early cynicism. Listen to some of the bright ones -- beautiful, weary 14-year-olds from an upper-income junior high south of San Francisco:

"Ellen: 'If I brought home a bad report card, my mother would make me feel like a heel. She would say, 'After all I've done for you, all my effort and all my planning, and now you do this to me.' And I would feel guilty.'

"Josh: 'Dad would knock my teeth out.'

"Frank: 'My mother would probably cause the teacher to have a heart failure. She's done that before, you know. One time, she made it so tough on a teacher that he had a heart attack and had to resign for health reasons.'

"Billy: 'Don't blame teachers for piling on too much work, especially science teachers. It depends on who's ahead in the space race. If the Russians get a satellite up, they say, 'The Russians might get ahead of us,' and they give us an extra dose of homework. If we have a better satellite up, the science assignments ease off.'

"If our children seem cynical, it is because they see straight to the heart of adult motives. The uneasy adult critics of excessive testing rarely display such insight. They waste their voices crying 'tyrant' at the test-makers, never stopping to think how much we depend on these good workmen to keep shoring up a house of learning that needs rebuilding from its very foundation. They play a losing game of quibbles with the testmakers, seeking minute flaws in multiple-choice tests, gloating over the one question out of a thousand that seems to contain more than one 'right' answer. This game merely pushes the testmakers to falsify the world even further -- presenting it as having no ambiguities or paradoxes whatever. Many writers and educators who start out attacking wanton testing end up waving the flag of surrender. In a recent article on the subject in Mademoiselle, Rita Hoffmann was forced to conclude that 'objective tests of intellectual attainment and promise are the most useful instruments available for the maintenance of the present unwieldy system of higher education in the U. S. It is as foolish and fruitless to cry out against tests and IBM cards as it is to bay at the moon'.

"In her despair, Miss Hoffmann has bumped into the truth. Heavy testing is precisely what she calls it: an instrument of maintenance. It does make 'the present unwieldy system' possible, delaying for a few more years, perhaps, the inevitable time of real educational reform. It is both symptom and cause of what is sickest in our schools.

"The teacher who relies heavily on tests and exams does not have to concern himself with the learning process. He can simply assign lessons, then later test his students to see what they have learned on their own. This is not teaching. He can continue to use the lecture method, that outmoded, one-way form of noncommunication that may be defined as the easiest way to get material from the teacher's notebook to the student's notebook without touching the student's mind. This is not teaching. He may go on giving great weight to midterm and final exams, which is not helping students diagnose their problems, but giving a test to give a mark. This is not teaching."

The article goes on to examine student dishonesty, pointing out that just as heavy testing is a symptom of what is wrong with our schools, cheating is a symptom of what is wrong with heavy testing. Citing several studies of cheating, it concludes that:

"Surveys should surprise no one who has comprehended the machinery of the assign-and-test system, in which grades have been divorced from true learning. Students may be morally wrong in cheating. Educationally, they are quite right. If they get away with it, they prove they have merit in coping with a poorly designed learning environment and, therefore, deserve to be admitted to a 'tough' assign-and-test college where they can continue to do the same."

At the end, this article suggests that educators get rid of the baling wire of exams that presently holds the unwieldy education system together, and start building a brand new edifice of learning based on the proposition that there are really no nonlearners, only nonteachers.

Well . . . . . It was a pretty tough article and I waited with more than the usual interest for the letter response. Would educators feel they were

being threatened or encouraged? Would they agree that the way we are now doing things is not necessarily the best way?

The results were impressive. Teachers responded favorably by a ratio of 4 to 1. Leaders within the academic and public school establishment were unanimous in their approval.

There is, it seems to me, a powerful message here: This response constitutes just one more small indicator of a new educational climate in this nation. Educators, as well as parents and students, are not only ready for radical reform -- they hunger and thirst for it. They will have it . . . . .

Which brings me back to my earlier use of the overused word "revolution." I meant it in the original sense of violent overthrow, possibly including the shedding of blood, about the methods, content and aims of education itself. While this notion may seem a quaint one to the old-time liberals of the '30s, it seems altogether possible and immediate to many Americans now under 25, some of whom on several U. S. campuses have watched such an event almost come to pass. Throughout history, men have been willing to fight and die for the needs most basic to their lives. These needs run along a constantly evolving hierarchy. As society and technology fulfill each --the needs for food, water, salt, living space, personal freedom, race equality, better pay and working conditions -- the next looms as all-important.

The immediate future will emphasize a new truth that we have already met and identified. Education will largely determine people's status, success and enjoyment of life. What is more, recent experiments by David Kretch and his colleagues at Berkeley indicate that learning environment can change the brain's chemistry and even the weight of the cerebral cortex. Whoever deprives a child of a rich and exciting education deprives him of what is needed for living in this age. Whoever makes learning dull and threatening robs the child of his brain tissue itself. People will shed blood for this.

But I do not believe bloodshed will be necessary. I believe the institutions of education -- such as the one that meets here this week -- are essentially open to innovation, if innovation is presented in a specific and constructive manner, and I believe that we can all work together -- parents, students and educators; within the establishment and without -- to create a vast, diverse, ever-changing revolution that will shed not one drop of blood. But we are all on the firing line. And the time for change is now.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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ADAMS 4-4848

July 20, 1966

MEMORANDUM TO: Executive Secretaries, Public Relations Directors, Editors
State Education Associations

To clarify a question that has arisen over the exact wording of Resolution 12 passed by the NEA Representative Assembly in Miami Beach this year, we are attaching a copy of the complete Resolution for your study and use.

In the NEA Reporter and in the final release on the Convention prepared by this Division, the phrase "specific timetables" was used in describing one of the provisions of the Resolution.

This phrase does not appear in the Resolution as finally passed, and you may want to change your own reports accordingly.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

Resolution #12 - DESEGREGATION IN THE PUBLIC SCHOOLS
as
Adopted at Miami Beach, 1966

The National Education Association views with deep concern the problems which accompany the evolving process of desegregation in the public schools in response to the changed status of the public schools initiated by the United States Supreme Court decisions on desegregation and reinforced by the Civil Rights Act of 1964.

The National Education Association pledges continued support of the Supreme Court decisions and the laws on school desegregation. Because this process involves fundamental questions of human rights as well as central issues of professional status, it is fitting that the Association restate the principles that guide it in approaching these problems:

a. Support of democratic principles and of the free society which embodies them.
b. Respect for law as an inescapable condition for maintaining an orderly society.
c. Protection of individual rights as the first and highest duty of democratic governments.
d. Support and protection of orderly processes in protesting unfavorable laws.
e. Recognition of the dangers inherent in unrestrained and unlawful protests of judicial decisions.
f. Maintenance of free public education served by a free and dignified profession.
g. Unification of dual organizations affiliated with NEA, with both groups jointly seeking an equitable solution.

An important goal of education is the elimination of prejudice and bigotry from the public mind. As educators, we are dedicated to the principle of equal rights for all.

Among the unsolved problems arising out of the process of desegregation there are two which the Association can help most to meet. These are the problem of the human rights of educators and that of the dual associations.

The human rights of educators require defense by the Association and pose responsibilities for it. In situations where desegregation is taking place, an Association study has recently found that educators, particularly Negroes, are sometimes dismissed, intimidated, or otherwise unfairly treated. The Association condemns such violations of human and professional rights, commends the work of its Committee on Civil and Human Rights of Educators, and calls for an expanded effort by the Association to prevent and correct violations of those rights.

On the problem of dual associations, the Representative Assembly has in past years made clear its opposition to the organization of educators on a segregated basis. A deadline for presenting jointly developed plans for the unification of dual associations passes on July 1, 1966. Some associations have failed to meet the deadline. The Assembly recognizes that failure to meet deadlines despite intense and

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sincere efforts should be treated differently from failure to meet deadlines because of ill will or lack of intent on the part of one or both groups.

The Representative Assembly mandates the NEA Executive Committee to take immediately the following steps:

1. The Executive Committee shall determine if there is a lack of adequate plans, jointly developed, to comply with all provisions of NEA Resolution 12 of 1965; it shall suspend or disaffiliate any affiliate as soon as it finds it to be in noncompliance because of a failure to act in good faith, but no later than September 30, 1966.

2. The Executive Committee shall report its findings and actions to the membership in the December issue of the NEA Journal and the NEA Reporter.

3. Merger of affiliates in accordance with adequate plans, jointly developed, must be completed by June 1, 1967, unless the jointly developed plans submitted by July 1, 1966, have been approved by the Executive Committee. Affiliation will be continued or authorized after June 1, 1967, only for associations which have been found by the NEA Executive Committee to have complied with NEA Resolution 12 of 1965 and 1966.

July 14 1966

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

NEA Provides List of 1,600 Teachers
To Help Ease Teacher Shortage

WASHINGTON, D.C., July 14--The National Education Association today announced it is providing the nation's 300 largest school systems and 2,800 school districts in the South with a large list of teacher candidates in an effort to ease the critical teaching shortage in these areas.

The NEA has released a list of 1,600 teacher candidates from last June's graduating class of selected Southern colleges in a unique service dubbed "Project '66." It is designed to assist college placement officers in predominantly Negro teacher colleges and to aid school systems to fill critical teacher vacancies.

The project is administered by the NEA Committee on Civil and Human Rights of Educators. The Committee is under the jurisdiction of NEA's Commission on Professional Rights and Responsibilities. "Project '66" is funded jointly by the NEA and the Atlanta based Southern Education Foundation and grew out of recommendations made by the Report of Teacher Displacement in 17 states made last December by a special NEA Task Force Survey Team.

The Task Force, which found that racial reasons had caused at least 452 Negro teachers in the South to lose their jobs or be demoted to jobs beneath their qualifications, disclosed that 1,136 teacher education graduates of the class of 1965 had not been placed in October despite the fact that many cities, including those in the South, were experiencing critical teacher shortages.

Since the Task Force report found that the more extensive the desegregation, the greater chance that Negro teachers would be displaced, the PR&R Commission is braced

(More)

for another long hot summer in defense of teachers rights as the new USOE guidelines calling for increased desegregation go into effect.

Samuel B. Ethridge, chairman of the Committee on Civil and Human Rights of Educators and NEA coordinator for the Task Force Survey, said: "A recent decision supported by the NEA and its affiliates and still others supported by NEA affiliates and the NAACP Legal Defense Fund give us reason to hope that boards of education will be less arbitrary in their treatment of Negro personnel this summer.

"In addition," he continued, "since the new USOE guidelines address themselves specifically to the problem of teacher dismissals, we have reason to hope that the U.S. Office of Education will be less reluctant to deal firmly with those systems which dismiss teachers for racial reasons."

From his Atlanta office, Robert L. Cousins, associate director of the Southern Education Foundation and chairman of the Task Force Survey, said that "Project '66" would possibly serve as a source of qualified applicants for those Southern superintendents seeking to implement faculty desegregation plans. Said Cousins:

"Pressure will build up in the next few weeks, on the part of those seeking work in education as well as with those school officials who will be seeking to fill vacancies. There is much yet to be done to bring together existing vacancies and available teachers. I am confident that many more of the nearly 10,000 1966 teacher education graduates of the 73 colleges surveyed will register with the project during the next few weeks, making it necessary to release another list by August 1."

The list which was mailed to all superintendents of schools in cities of 100,000 or more, and to other superintendents and other personnel officers who requested them, contained names, addresses, colleges, majors, minors, telephone numbers and mobility status of 1,600 elementary and secondary teachers in the class of 1966.

(More)

Notices were sent to 2,800 city and county school superintendents in 13 Southern states notifying them that the list of teachers is available to them upon request. The 13 states, Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia, are served by Southern Education Foundation programs.

"While we here at SEF are sympathetic with the problems of systems around the nation, our primary mission is to help educators and school systems with problems here in the South," Cousins said.

Dr. T. M. Stinnett, retiring NEA assistant executive secretary for Professional Development and Welfare, pointed out that a feasibility study will get underway shortly to develop a National Teacher Registry in cooperation with the placement officials in colleges and universities in all 50 states, and with state departments of education and state education associations.

"Our experience with the Oklahoma situation and the Southern teacher displacement has reinforced a longstanding belief of mine that the NEA must develop a National Teacher Registry," Dr. Stinnett said. This is not to be a placement service but a teacher-position listing service.

# # #

7/14/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
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For Further Information:
Tom Hawkins

7/13/66

FOR IMMEDIATE RELEASE

NEA Art Officials to Participate
In International Art Symposium

WASHINGTON, D.C.--Five representatives of the National Art Education Association (NAEA), a department of the National Education Association, will be among 25 world leaders in art education who will meet in Yugoslavia for a three-day international art symposium beginning July 27.

Edward L. Mattil, past president of NAEA and head of art education at Pennsylvania State University, University Park, Pa., will head the NAEA group.

Purpose of the symposium, sponsored by NAEA and the U.S. Office of Education, is to promote exchanges of information and personnel, study the various social and political factors on art education, and encourage an international view of the arts.

A major objective is "to permit a selected group of articulate and influential American art educators to engage in extended conversations with colleagues from other nations and, at the same time, to put them in position to exercise a stronger leadership role in international affairs than has been previously possible," Charles M. Dorn, executive secretary of NAEA, stated.

Other U. S. participants in the Yugoslavia symposium will include Manuel Barkan, chairman, School of Fine and Applied Arts, Ohio State University, Columbus, Ohio; Dr. Leven C. Leatherbury, supervisor of art education, San Diego, Calif., city schools; Eugenia M. Oole, art director, Minneapolis, Minn., public schools; Edwin Ziegfield, head of the department of fine and industrial arts, Teachers College, Columbia University, N.Y. Charles M. Dorn and John E. Hammond will represent the NAEA office.

# # #

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For Further Information:
Robin Dorr

FOR IMMEDIATE RELEASE

NEA Protests Proposed IRS Ruling
Disallowing Educational Expenses

WASHINGTON, D.C., July 13--The National Education Association today filed a protest with the Internal Revenue Service over a proposed regulation aimed at wiping out educational expenses for teachers engaged in enriching their teaching skills.

J. L. McCaskill, NEA's assistant executive secretary for state and federal relations, in a strongly worded statement to NEA officials, said:

"I am shocked to learn of proposed changes in the Internal Revenue regulations that would disallow deductions for teachers for necessary educational expenses."

Pointing out that the IRS disallowance tax deduction would seriously impair teachers who seek to improve their educational training, McCaskill declared:

"I am alarmed because the proposed changes would seem to be designed to discourage teachers from improving their teaching knowledge and skills," adding:

"The improvement of the quality of American education would be seriously retarded if this regulation is allowed to stand."

The IRS proposed regulation states that those educational expenses are not deductible if they are "personal or capital expenditures, or elements of both." Nondeductible expenses would include among others, those qualifying the individual for advancement in salary or position, those incurred in meeting new minimum requirements imposed on him subsequent to his employment, and those incurred by a teacher in taking courses which would qualify him for a degree or similar certificate.

(More)

McCaskill's statement expressed shock "because this proposed change comes during an Administration that has done so much to recognize the importance of education to American society--an Administration that has begun meaningful federal participation in the financial support of education." McCaskill added:

"For more than 20 years the NEA and its Legislative Commission have worked with the Treasury Department to convince responsible revenue collecting officials that teaching should not be included with the profit making occupations in the income tax treatment of necessary educational expenses.

"Yet, the proposed changes in the Internal Revenue regulations would reverse the modest gains of the past 25 years, denying tax deductions for teachers to broaden and enrich their professional skills in our fast-changing dynamic American Society," he concluded.

In addition to calling on the NEA local and state affiliates to oppose these proposed changes "with all the strength and vigor that the united teaching profession possesses." A formal protest is being sent this week to the Commissioner of Internal Revenue with a request for an open hearing before August 8.

# # #

7/13/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 8, 1966

Memorandum to: Public Relations Directors of
State Education Associations

Many of the public relations directors of state associations attending the seminar of the National School Public Relations Association expressed interest in having copies of the round-up story that our staff did following the convention of the National Education Association in Miami Beach. Therefore, we enclose a copy for whatever use you can make of it.

Please don't hesitate to call upon us if we can furnish copies of speeches, additional releases or other material pertaining to the NEA meeting.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 6, 1966

MEMORANDUM TO STATE ASSOCIATION TELEVISION CONTACTS

A new half-hour NEA film entitled "Jimmy" will be shipped to you by July 15. The print you will receive bears opening and closing credits for your association.

"Jimmy" is the true story of six weeks in the life of a high school boy who drops out of school, is persuaded to return, and finally, in desperation, drops out for good. The motion picture camera followed Jimmy during those six weeks, never intruding, but recording what actually happened. Under the guidance of Executive Producer Irving Gitlin, the footage was then edited into a unique and absorbing half-hour film.

We are shipping a print of "Jimmy" to you both for possible use at state leadership conferences during the summer, and as your free preview print customarily sent prior to national premiere telecast.

The national TV premiere of "Jimmy" will be September 23 through October 3, 1966. During this period you should be able to capitalize on fall back-to-school interest in education and at the same time have channels for promotion available to you which might be impossible earlier in September.

We hope that you will be able to offer "Jimmy" to every television station in your state. As usual, if you agree to contact your stations, we will provide sufficient brochures and station order cards, and will ship free of charge a print to each station which orders the film for preview or telecast.

After you have received and screened your preview print, please complete and return the enclosed reply form. We need to know by August 1 whether you will handle television bookings in your state.

Sales prints of "Jimmy" will be available beginning August 1 for $35, in black and white only.

Sincerely,

Robert E. Harman

Robert E. Harman
Project Coordinator for Television and Film Services
Division of Press, Radio, and Television Relations

Enclosures

NATIONAL TELEVISION PREMIERE PROCEDURES FOR NEA-STATE EDUCATION ASSOCIATION FILMS

Since the last NEA television premiere release, several state associations have appointed new staff with responsibility for public relations. For the "new" people, and as a refresher for those who have been around through earlier television premieres, we offer this explanation of procedures and options.

A national television premiere is a period of about ten days--one week with a full weekend on either side--during which every television station in the country is encouraged to telecast a new film produced by the NEA in cooperation with its affiliated state education associations.

The NEA supervises production of the film and provides prints free of charge to every station which agrees to preview or telecast it. Stations may retain the prints for possible additional use. State education associations are encouraged to arrange for telecast of the film on each station in the state and to promote the telecasts among teachers and the public.

State education association options for television premiere

After screening the free preview print provided by NEA (the print is yours to keep) you may elect to:

A. Handle television bookings in your state. If you do, NEA sends brochures describing the film and order cards for your use, and on your instructions ships a print of the film and on-the-air promotion materials to each station which orders the film.

B. Ask NEA to handle bookings in your state. If this is your choice, NEA will contact each station in your state and on receipt of orders directly from stations, ship prints and on-the-air promotion materials. The state association receives a confirmation copy of each station order.

Under either of the above options you may elect to have opening and closing credits for your state association appear on each film shipped to stations in your state. These credits are attached by our film lab prior to shipment at no cost to you.

Or under either of the above options you may elect not to have credits for your state association appear on the film.

A reply form on which you are asked to specify whether you or NEA will contact stations in your state, and whether state credits are to appear on films shipped to stations in your state, is provided prior to the premiere. The form should be returned promptly to enable us to plan for shipments of brochures to you or for direct contact with stations in your state.

If no reply form is received by the deadline established, we contact stations in your state and ship prints without credits for your association.

Records of past premieres show clearly that when state associations contact the stations more bookings result. Handling bookings in your state also gives you

an opportunity to establish or continue working relationships with your stations. Therefore, we urge you to handle television bookings. The brochures NEA provides, coupled with a cover letter and personal visit or phone call when possible to the program director or public service director can result in most, if not all stations in your state telecasting the film.

What you can expect from the NEA

1. A free preview print of the film for screening to enable you to complete the booking option reply form is sent to you complete with credits for your association. The print is yours to keep.

2. Shipment of a print of the film without cost to each television station which orders it, whether for preview or telecast. The print may be retained by the station for their film library. Films are shipped via air express from our film lab in Kansas City, Missouri.

3. Mailing of confirmation to each station which orders the film, along with a packet of promotion material including spot announcements, a 35mm slide, a program highlights sheet, and samples of local publicity mailings.

4. A copy of each order confirmation, showing telecast playdate and time if known will be sent to you regardless who booked the film.

5. Regular reports, prepared as bookings are received, listing the stations in your state and indicating which have booked the film, with telecast playdate and time if known.

6. Suggested promotion material to be reproduced for your distribution to local education associations, and which the locals may use to publicize the telecasts.

You can also expect us to be ready to handle rush orders from stations if you phone or wire the information to us. Normally stations receive prints within five days from our receipt of their order. When necessary that process can be speeded up considerably by a phone call from you or the station to us, and a phone call from us to our film lab requesting same day shipment.

If you have questions before, during, or after the premiere, we'll be happy to answer them. If you'd like to discuss any problems or aspect of television bookings call John Cox, Bob Harman, or Dick Smith, NEA Division of Press, Radio, and Television Relations, area code 202-234-4868 (phone number after September 19 is 202-223-9400).

R E P L Y F O R M

PLEASE RETURN TO: Robert E. Harman
Division of Press, Radio, and Television Relations
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

"JIMMY" - National Television Premiere

September 23 through October 3, 1966

1. ☐ YES, we plan to offer "Jimmy" to the television stations in our state.

☐ We cannot handle "Jimmy." Therefore, we would like to have the NEA Division of Press, Radio, and Television Relations handle the bookings directly with our stations.

2. Do you wish to have your state association credit run with the film?

☐ YES ☐ NO

3. The person who will handle liaison with the NEA for "Jimmy"

_____

_____

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_____

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
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For Further Information:
Joseph Hanlon

FOR RELEASE: 6 p.m.
Tuesday, July 5, 1966

Big Business Discovers the
Market In Education Services

WASHINGTON, D.C., July 5--The Little Red Schoolhouse--what few there are left in America--and all education have now become tangled in the stock market's ticker tape. Education now involves more than 40 million people in this country--pupils, teachers, and administrators. The total cost of it, public and private, is more than $40 billion a year.

Commercial and industrial giants--Radio Corporation of America, Columbia Broadcasting System, Raytheon Co., Xerox Corp., General Electric Co., Time Magazine, International Business Machines, and Newsweek--among others are relative newcomers on the educational scene. The situation is described in The Shape of Education for 1966-67, an annual booklet published by the National School Public Relations Association, a department of the National Education Association.

The publication quotes Harold B. Gores, president of the Educational Facilities Laboratories, Inc., as saying "It is apparent that education will be the new dynamic of our national economy, that learning is the new growth industry, and that some of America's largest and liveliest corporations have discovered the field."

The federal government's entrance into the field, with passage last year of the Elementary and Secondary Education Act and of the Higher Education Act, touched off the explosion of interest and brought the stockmarket into the education picture in a big way.

(More)

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Teaching machines, recording machines, computers, cameras, projectors, television equipment--and even books--comprise the bulk of the market. With 40 million customers for what is sold it is hardly surprising that big business entered the field, some before they were really ready. The Joint Economic Committee of Congress recently heard educators complaining that the "software" for some of the new educational "hardware" had been of uneven quality and lacked evaluation before it was sent to market.

"Profits are luring dozens of companies--in some cases with little prior experience in the field--to take 'the educational plunge' into producing school equipment and materials," says The Shape of Education. "Some huge corporations are merging in large measure for this purpose; some are forming subsidiaries for manufacturing school products; and others are buying up the comparatively smaller single-line firms which traditionally have supplied the schools."

The publication quotes a newsletter of the National Home Study Council as reporting: "Wall Street is bidding up education companies. For example, Random House stock jumped 2 3/8 points in a single day when its merger with RCA was announced. When Columbia Broadcasting System was talking merger with Allyn & Bacon (publisher of school and college textbooks) stock soared from $19 to $30, and dipped to $23 when talks broke off."

The Shape of Education article quotes Edgar Fuller, executive secretary of the Council of Chief State School Officers, as telling a Senate subcommittee considering amendments to the Elementary and Secondary School Act that one proposed amendment providing for educational research and service contracts directly between the federal government and commercial organizations should be considered very carefully.

"There is considerable disquiet among educators generally as well as among school board members and others about current mergers of large commercial firms that absorb

(More)

small publishing and school supply firms which have previously served educational institutions on a private commercial basis. The proposed direct federal-commercial track of administration for federal funds leaves out state or local level judgments about their educational usefulness unless state and local agencies are approached by commercial concerns."

With all the activity of big business in education, The Shape of Education points out in another article, the brightest products of education, those who go after Ph.D.'s, tend to seek careers in teaching or research, rather than business. For instance, among Harvard U.'s 1965 senior class, 14 percent went on to business careers. In 1960 the percentage was 39.

In all, The Shape of Education, has 15 articles on new trends and developments in the educational field.

# # #

NOTE: A copy of The Shape of Education for 1966-67, for press use only, is available from the NEA Division of Press, Radio, and Television Relations, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Copies for other uses may be obtained for $1.50 from the National School Public Relations Association at the same address.

HAMMERMILL BOND

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 1, 1966

MEMORANDUM TO: Participants in the "Magazine Showcase," Cleveland, Ohio

We are enclosing a memento of the "Magazine Showcase" luncheon held by the Joint Committee of the National Education Association and the Magazine Publishers Association during the 1966 convention of the National Association of Secondary-School Principals in Cleveland, Ohio.

It is your copy of "Tomorrow in Education," published by the National Education Association which reviews a two-year parade of national magazine articles on education.

The idea for this booklet was proposed during a meeting of the Joint Committee by an educator, impressed by the depth, insight, and reference value of the coverage currently being given education by the country's national magazines.

Samuel Grafton, noted for his prize-winning national reporting on broad sociological themes for such magazines as McCall's and Look wrote the narrative for "Tomorrow in Education"--citing ideas from some 44 articles published by 25 different magazines.

We hope you find it interesting and useful.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

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For Further Information:
Howard Carroll or Tom Hawkins

FOR RELEASE AT WILL

SPECIAL TO STATE EDUCATION JOURNALS

Veteran Educator Shirley Cooper of AASA
Dies On Job of Heart Attack July 1

WASHINGTON, D.C. (SPECIAL)--Shirley Cooper, national known and beloved educator and director of inservice education of the American Association of School Administrators, where he had worked for the past 17 years, suffered a fatal heart attack on Friday, July 1, while at work on a forthcoming AASA publication on school buildings of which he was co-author and editor.

Dr. Cooper, who devoted his lifetime to improving public education in the nation was director of the annual AASA School Building Architectural Exhibit, coordinator of the extensive Drive-In Conference program of AASA which was specially designed to reach school administrators in the rural areas of the country, and director of institutes and workshops devoted to inservice education programs for school administrators.

Born on the Dry Fork in West Virginia in 1899, Dr. Cooper began his professional career as a one-room school teacher in Tucker County. He went on to become assistant superintendent and superintendent of Tucker County Schools, where he served until moving to Cornell University to work on his doctoral degree.

He subsequently was research associate at the New York State Education Department, assistant director of the NEA Department of Rural Education, a civilian

(More)

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instructor for the Army Air Corps during war years, and prior to joining AASA was associate professor of education at the University of Wisconsin.

He was co-author and editor of Imperatives in Education, Conservation--In the People's Hands, Inservice Education for School Administration, Planning America's School Buildings, School District Organization, The County Superintendent of Schools, and the annual AASA School Building Filmstrip; and co-author of Your School District, Improving Educational Opportunities in Rural Areas, County School Administration, and Vignettes on the Theory and Practice of School Administration.

He has been a speaker at innumerable local, regional, national, and international educational meetings, a visiting lecturer at numerous colleges and universities, and a member of the NEA, AASA, the NEA Department of Rural Education, American Educational Research Association, National Society for the Study of Education, Phi Delta Kappa, the National Council on Schoolhouse Construction, and an honorary member of The American Institute of Architects.

# # #

7/26/66

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

NOTE TO EDITOR: A teachers association from your area is among a group of 24 local associations winning awards for outstanding projects as described in the story below. Please check the list at the end for the names of your local winners.

24 Local Teachers Associations Win
Awards for Outstanding Projects

MIAMI BEACH, Fla., June 28--The winners of local project awards, given annually to teachers associations for outstanding programs, were announced here today by the Department of Classroom Teachers (DCT) of the National Education Association during its annual meeting.

Twenty-four classroom teachers associations from various parts of the nation were given citations for devising projects which directly benefit teachers in their respective areas.

DCT President-elect Charles F. Deubel from Freeport, N. Y., presented the awards during a special ceremony at Miami Beach Convention Center while delegates to the national convention looked on. The DCT comprises a vast majority of the NEA's near-million membership.

The Department annually sponsors the Local Project Recognition Program in cooperation with state departments of classroom teachers to make the ideas behind outstanding local projects available to other teachers associations.

Local teachers groups, in order to qualify for this recognition program, must develop projects in one of four areas--professional development, instruction, public

(More)

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relations, and direct services to members. Each state may recommend four local projects for recognition.

Those honored this year include the following:

Aiken County Department of Classroom Teachers, Trenton, South Carolina

Arlington Teachers Association, Arlington, Mass.

Box Elder Education Association, Tremonton, Utah

Bristol County Teachers Association, Raynham, Mass.

Bristol Education Association, Bristol, Tenn.

Brookings Local Education Association, Brookings, S. D.

Fergus Falls Education Association, Fergus Falls, Minn.

Kalispell Department of Classroom Teachers, Kalispell, Mont.

Kennewick-Riverview Education Association, Kennewick, Wash.

Kent County Education Association, Smyrna, Delaware

Lake Charles Teachers Association, Lake Charles, La.

Lewiston Education Association, Lewiston, Mont.

Marion County Department of Classroom Teachers, Columbia, Miss.

Mesa Education Association, Mesa, Ariz.

Mesa County Valley Education Association, Grand Junction, Colo.

Minot Education Association, Minot, North Dakota

Northampton Teachers Association, Northampton, Mass.

Polk County Classroom Teachers Association, Bartow, Florida

Sherman Classroom Teachers Association, Sherman, Texas

Sioux City Education Association, Sioux City, Iowa

Tulsa Classroom Teachers Association, Tulsa, Okla.

Tucson Education Association, Tucson, Ariz.

Wichita City Teachers Association, Wichita, Kansas

Yellowstone County Department of Classroom Teachers, Billings, Montana

6/28/66

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For Further Information:
Howard Carroll

FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO ALABAMA NEWS OUTLETS

Anniston Schools Named Alabama "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, Fla., June 26--Anniston City Schools were named today as Alabama's "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the system at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the system's effort to personalize schooling with a host of pilot projects in programmed learning and in other areas.

In addition to the Anniston award, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Anniston school officials are experimenting all down the line to intensify and individualize instruction for youngsters from three through junior college age.

They've touched off pilot projects in programmed math and English in elementary and secondary schools. They have projects in reading aids, expanded pupil personnel services and extended school days.

"We have traveled to schools in Andrews, Tex., Denver, St. Louis, Chicago, Fort Lauderdale, Fla. and Mobile in our effort to develop an educational park that would serve students from age three through junior college," J. Revis Hall, superintendent of Anniston schools, said.

(More)

He also emphasized plans to enroll 60 students, covering the socio-economic and racial cross-section in the school system as a whole, at each age level in a program to develop the most individualized instruction possible for every one.

"We will have a computer to assist teachers by supplying total information on each pupil as he moves up from the age-three level," Hall explained. "The computer will also assist with information on other students not in the control groups."

The Anniston system is attempting to tailor its instruction in eight subject matter areas, from mathematics to fine arts. And in line with the effort, the Anniston Board of Education has approved a switch from the 6-3-3 grade-level plan to the 4-4-4 system.

"But the new levels will be administrative units only, as we de-emphasize the rigid grade leveling known in the past," Hall said.

School officials have obtained downtown property known as "Colonial Row," near existing schools, in their long-range plan to develop an educational park, he noted.

6/26/66

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For Further Information:
M. Ruth Broom

FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO ALASKA NEWS OUTLETS

Anchorage Borough Named Alaska "Pacemaker" In Nationwide Search for Educational Excellence

MIAMI BEACH, FLA., June 26--The Anchorage Borough School District was named today as Alaska's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The Anchorage School District is being cited for its comprehensive program for handicapped children throughout the community.

In addition to Anchorage, schools or school systems in 41 other states, the District of Columbia and Puerto Rico, will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Anchorage program started in 1959, with two classes for mentally retarded youngsters. Since then special education classes have been set up for students who are orthopedically handicapped, neurologically impaired, or deaf. Thirty special education teachers are employed and classes are located in regular schools throughout the District in an effort to integrate these students into the social community.

In addition, a work-study program is conducted in cooperation with the State Office of Vocational Rehabilitation which provides on-the-job training for older special education students in a variety of fields.

Also under the comprehensive program:

- Four District teachers offer classes for native children from outlying

(More)

communities who are hospitalized at the Alaska Native Medical Center. The enrollment averages 50 students per month. Bedside and classroom instruction is provided.

- Three visiting teachers provide continuing education for students homebound as a result of illness or accident.
- Six itinerant speech therapists work with more than 600 District students each month, helping them to correct or to compensate for speech impairments.
- In cooperation with the State Youth and Adult Authority, the District offers study programs for youngsters in the Anchorage detention center. A half-time teacher handles this fluctuating case load.
- A summer school class will be offered this year for deaf youngsters at the primary and intermediate levels. This program will ensure the continuity of learning that these students require.
- A plan is under consideration for the School District to provide classes for children under care at the Alaska Psychiatric Institute. At the present time, a small number of youngsters from API have been integrated into the regular school program, attending class during the day in one of the regular units of the District and returning to the Institute for therapy.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO ARIZONA NEWS OUTLETS

Sahuarita Elementary Named Arizona "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, FLA., June 26--Sahuarita Elementary School was named today as Arizona's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award is given in recognition of the school's non-graded program of individualized instruction carried out in a new, modern resource center.

In addition to Sahuarita Elementary School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico, will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The resource center at Sahuarita School, just completed and put into operation, is a model of its kind. It is a reading-listening-viewing center for the 270 children attending the school. It contains a library, with about 6,000 books, and has all manner of audio-visual devices--teaching machines, tape recorders, motion picture projector and screen, phonographs, film strip viewers. There are individual study alcoves with electrical outlets where a student can work in privacy.

(More)

There is also a separate language laboratory where youngsters studying a foreign language can hone skills of translation and pronunciation with individual tapes made by expert linguists. There is also an audio-visual preparation room for teachers.

Principal Paul S. Frick, in explaining the school's program, says:

"Since our school is built around the idea of individualized instruction, the resource center is the heart of the school. There is a free flow of children between classroom and resource center. As the need arises, a youngster can get up and go to the resource center and work there for awhile or bring back to class whatever he needs."

Frick explained that with this type of program teachers are more responsible for each child's progress. Teachers have individual conferences with each child every week or two. The teacher assesses the child's progress and establishes the work to be accomplished until the next conference.

"It is a joint venture--student and teacher, with the student helping to plan his own work," he adds. "Our goal is to develop self-direction on the part of even the smallest children."

The resource center cost about $70,000 to build and equip. Sahuarita could well afford it, being an affluent district with extensive mining operations on its tax rolls, says Frick.

"If we did not have the tax resources, we probably would have found other ways to accomplish what we wanted," he declares. "The important thing is the individualization of instruction. And that adds little if any to the over-all cost of education."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO ARKANSAS NEWS OUTLETS

West Memphis Episcopal School Named Arkansas "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Holy Cross Episcopal Day School in West Memphis was named today as Arkansas' "Pacemaker" in educational improvement in a nation-wide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation honors the school's experiment in allowing students to progress academically according to their ability.

In addition to Holy Cross Episcopal Day School, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

What started as a bold new experiment in education seven years ago at Holy Cross, has become a way of life for the students there. The school is unique in that the age of the child has little to do with what class or level of instruction he or she may be receiving.

Emphasis is on individual instruction, and school officials feel this can be accomplished best by assigning the student to one of two levels of learning, according to ability, pattern of maturation, emotional stability, and socio-economic background.

(More)

The youngsters don't have to worry about report cards because there aren't any. However, they must maintain a pre-determined rate of learning on any given level of study.

Learning rates are evaluated and recorded both on a day-by-day basis and periodical progress reports.

The Rev. Fred Kneipp, pastor of Holy Cross Episcopal Church, is headmaster of the school. He and eight other teachers--some of them on a part-time basis--handle the teaching assignments.

The school offers students a full curriculum--the three "R's," plus advanced English grammar, basic and accelerated science, music, physical education, and Spanish.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO CALIFORNIA NEWS OUTLETS

Temple City Schools Named California "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Temple City Unified School District was named today as California's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the school district at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award is given in recognition of the district's Youth Development Program of after-school classes to enrich the learning experiences of pupils in grades 2 through 12.

In addition to the Temple District, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton Mass.

The Youth Development Program attempts to identify early the special talents, interests and learning handicaps of students in the suburban Los Angeles district. Under it, youngsters may enroll in weekly classes in 20 interest areas, such as creative writing and biology. Each child works on a project at his own rate.

One of the most revolutionary features of the program has been the district's excursion in intercultural understanding. Starting in 1964, it was highlighted that year by a week-long visit of 40 sixth graders to Ensenada, Mexico. There they camped out, explored Mexican industry, agriculture and economics--and attended a Mexican school (La Mission Rural School) with children their own age.

(More)

A sixth-grade teaching team initiated the experiment with the backing of school administrators.

"Sparked by strong personal convictions, they (teachers) evolved a fresh, daring approach," M. John Rand, superintendent, recalled. "They would team up for a three-month series of after-school classes which would incorporate geographical, sociological and linguistic studies of Mexico.

"Each teacher would contribute his unique talents to one facet of the experiment. Children would be taught Spanish, art and social studies, by an expert in each subject. The primary motivation, the most revolutionary aspect of the project, would be a week-long visit in Mexico as a perfect learning reinforcement."

The three-month preparation left formal classroom procedures behind.

"Dramatic play, role playing, guest speakers, folk dancing and singing," Rand said, "were more effective in discussing and acting problem situations which the children might encounter on their trip, or in their meetings with the Mexican people."

Even a pageant of Mexican folkloric dances by a professional company was presented to make the project come alive for pupils.

Meantime, the planned visit to Ensenada became a community project. The school district, Junior Women's Club, PTA, Kiwanis, Rotary, Lions and Soroptimists helped to pay expenses. Parents piled in camping gear, and the Pasadena National Guard came forward with tents.

Such was the project's appeal that it has been repeated annually and extended to other age levels. And it resulted in student exchanges.

"What began as a teachers' dream has flowered into a program involving the total community, at all age levels," Rand said.

The Youth Development Program emphasizes the climax of any project. Thus a drama class may wind up with a public play presentation. Music students may put on a concert with orchestra. Another group will journey to a desert area for a week to put the topping on its "Science of the Desert" seminar.

(More)

The program began three years ago with 40 students in two classes. Today, it has 20 classes involving 900 students.

Funds to support it come from individual parents, PTA, service groups and other donors.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO COLORADO NEWS OUTLETS

Arvada West High School Named Colorado "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Arvada West High School was named today as Colorado's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award is given in recognition of the non-graded program of individualized instruction in English and social studies at Arvada West High School.

In addition, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Arvada West's Program by Choice in English, initiated in the fall of 1963, became a model for other high schools in Jefferson County. Since its start, too, Arvada West has gone to non-graded instruction in social studies.

This means the study program is cut to fit the individual student. Goals are set for each, but paths to them may vary widely. For all, the emphasis is on giving the student the best possible grasp of the basic arts of communication--reading, writing, thinking, speaking and listening.

"Flexibility is the keynote," says Harry Parratt, head of the Arvada West English department.

(More)

Here's how it may work for a typical student:

As a starter, he takes an orientation-composition course, followed by three nine-week sequences in the novel, short story and Greek mythology. The next year would come Composition, Novel II, Poetry and Comparative Literature. His final year would round off with Composition, Drama, Shakespeare and Essay.

The student is not designated a sophomore, junior or senior in his courses. What he takes is governed by his interests and help of a teacher-counselor.

"I used to be against the non-graded approach," says Jay Caton, a Jefferson County curriculum spealist who helped set up the English program. "But the more I got into it, the more I realized that this system gets at what we've all been trying to get at--individualized instruction."

Too, more students enjoy English under this system, Parratt said.

A special feature of the program is Arvada West's reading room where a student may choose from among 2400 paperbacks.

Parratt credits success of the "choice" approach, in large part, to his staff of 10 young teachers who, he said, are eager for it. The program's flexibility and use of team-teaching techniques have been of special interest to the staff.

Arvada West students--and there are 1100 in English--may have two periods, almost weekly, with an instructor and as few as only nine other classmates in the room. Sessions with 20-35 students are also common. Large reading classes, in which one teacher may be assigned 80 students, make possible the smaller groups for more intensive discussion and counseling.

The school's social studies program is moving along the same tailored lines. Meantime, Bear Creek and Golden High Schools have adopted the non-graded English approach, with Jefferson and Arvada High Schools to follow.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO CONNECTICUT NEWS OUTLETS

Norwalk Vocational Center Named Connecticut "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Norwalk Schools' Center for Vocational Arts was named today as Connecticut's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the Center at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award recognizes the Center's success in giving youngsters job skills and the incentive to stay in or, in some cases, return to school.

In addition to the Norwalk Center, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Norwalk Center, set up in May 1965, was designed to offer the service occupational skills that would appeal to potential dropouts--and encourage dropouts to return to school. It involved the U.S. Office of Education and State Board of Education in conjunction with the Norwalk public school system.

"This pilot project was set up for school-alienated youth, and we've had amazing results," said Saul Dulberg, director of the Center.

For example, the Center is training 108 youths identified by the school system as potential dropouts. Another 33 trainees are former dropouts.

(More)

Youngsters study and work in nine occupations--landscaping, horticulture, retailing, food and health services and the like. The Center contains a "laboratory" for each of the nine areas. For example, a "store" is set up to give trainees instruction in retailing.

"Next to each lab is a library-study center, with books and individual study areas," Dulberg said.

Trainees attend school at the Center three hours daily, then apply their skills on a job four hours daily.

Science, mathematics and language arts specialists, along with two social workers and a full-time psychological examiner, help staff the center.

Five of the six trainees receiving high school diplomas this month have been accepted in the area community college.

"Behavior changes in these youngsters have been fantastic," Dulberg observed. "It is unbelievable the way they're working now."

Oddly, he and his staff discovered the "school-alienated" youth is no different in intelligence than the average student.

"Our group ranges in I.Q. from 70 to 138," Dulberg said. "And it's not weighted on the lower side. The intelligence range is about what it is for any group of youngsters in school. A third of our trainees are girls."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO DELAWARE NEWS OUTLETS

Christiana High School Named Delaware "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, Fla., June 26--Newark's Christiana High School was named today as Delaware's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award is given in recognition of the school's cooperative student teaching program.

In addition to Christiana High School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico, will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The co-op program is a bold attempt to involve student-teachers fully, rather than on a part-time basis, in Christiana's curriculum planning, classroom procedures and overall schedule. Sixteen student teachers from the University of Delaware worked in pairs.

They had full charge of their students in homeroom as well as in the classroom. And, with the help of two supervising teachers, Loren Thompson and Myron Lazarus, they developed courses of study.

For example, they prepared instructional guides for modern European history. The student teachers also conceived a problem-solving, team teaching program in Problems of Democracy.

(More)

"Our student teachers were involved in depth in their training," said Gilmore Ott, principal. "Our regular staff stood by to help and supervise, but the student teachers had full responsibility for what happened in classroom and homeroom."

This contrasts with the three hours daily student teachers spend in many traditional training programs, said Randall Broyles, state social studies supervisor.

"The student teachers in the Christiana program were very encouraged in that they had a part also in devising the course materials they would use in the classroom there," Broyles said.

The 16 spent the last part of their junior year getting to know their supervisors at Christiana and in developing course materials under guidance of the regular staff. Then the student teachers joined the Christiana faculty members prior to the start of school last fall to get further oriented.

"These students had a full semester of teaching," Ott observed. "They were part of our faculty family. Working in teams, they had a chance to criticize and help each other. In addition, they attended our faculty meetings, planning conferences and generally were able to see how a high school operates."

It was a boon, too, to the high school students, Ott said.

"Our pupils benefited from being with vibrant, young people with enthusiasm and fresh ideas on more than just a part-time basis," he stressed.

Ott observed that the student teachers "wrote voluminous lesson plans--they were able to plan in the quality and depth that is not customary to student teachers."

Moreover, the co-op students freed regular staffers to plan and look ahead to the 1966-67 school year "when we hope to do some curriculum innovating ourselves," Ott said.

The co-op program was worked out by the school in conjunction with Charles Adair, professor of education at UD, and university officials.

(More)

"Initially, the students' reaction was that this would just put more work on them," Broyles recalled. "But they changed their minds later, and the experience, I feel, heightened their own commitment to teaching."

He said three or four other high schools in the UD area will begin the co-op plan next fall.

There were no specific requirements for selection as Christiana "co-ops."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO FLORIDA NEWS OUTLETS

Dade County Public Schools Named Florida "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Dade County Public School System was named today as Florida's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the Dade County System at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award salutes the system's imaginative, three-way program of bi-lingual instruction developed in response to the influx of refugees, from Cuba to the state.

In addition to the Dade School System, schools or school systems in 41 other states, the District of Columbia and Puerto Rico, will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Beginning with the first wave of Cuban refugees who began arriving in Florida in 1960, the Dade system of Greater Miami met the language challenge posed by the large number of new Spanish-speaking children.

Enrollment of Cuban children zoomed to more than 18,000, or nearly 10 per cent of the total school population by 1962. Even with the decline after that peak year, Cuban pupils remain more than six per cent of the county's school enrollment today.

Initially, the schools set up orientation classes in English. Teaching teams and Cuban aides were assigned to help refugees adjust. There were special counselors and counselor-assistants for the youngsters.

(More)

And school officials seized the opportunity to develop creative programs to benefit not only the Cuban pupils but also the native born whose first language was English. Thus the bilingual, Coral Way Elementary School, came into operation.

Two other innovations in the Dade County School System have also gained wide acclaim: (1) Miami Linguistic Readers was established for first and second graders who know no English, or almost none; and (2)"Spanish S," a language arts program, beginning at third grade, to help Spanish-speaking youngsters preserve their cultural and ethnic heritage by learning to read and write their language correctly and to appreciate its literature.

The first school of its kind in the nation, Coral Way received its bilingual stamp in 1963 when about one half its pupils spoke Spanish and the other half English. Principal Joseph L. Logan and his staff gave the experimental program an enthusiastic boost. So did parents in the reasonably-stable, middle-class community it served.

"Each grade, one through five, has two groups of Spanish-speaking pupils and two of English-speaking pupils," explained Floyd T. Christian, Florida State Superintendent of Public Instruction.

"Half of the 20 teachers are native speakers of English, the other half native speakers of Spanish; they teach only in their native tongues, and are paired to switch classes for approximately half of each day," he said. "For non-academic studies and activities, students are re-grouped without regard to their native tongue," added Christian.

The three primary grades were in the program at the start, with the fourth added in 1964-65, and the fifth this year. Next fall, the sixth grade will become bilingual, with the goal that both groups of pupils move into a bilingual secondary program.

The linguistic readers were developed under a three-year, $278,000 Ford Foundation grant. So far, a seven-member staff, led by Pauline M. Rojas, has written 17 books. They include pupils books, teachers manuals, seatwork books, charts and "big books"

(More)

for classroom presentations. Tapes of special songs accompany some. About 10,000 students, including 4,000 in Arizona, California, New Mexico, New York, Puerto Rico and Texas, use the materials.

Dade's extensive curriculum in "Spanish S" is unique. About 6,000 students are enrolled in the program. While learning a second language--English--youngsters are, at the same time, offered the opportunity to become proficient in their mother tongue.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO GEORGIA NEWS OUTLETS

Atlanta's Butler Elementary Named Georgia "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Atlanta's H. R. Butler Elementary School was named today as Georgia's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award is given in recognition of the school's leadership in combating a host of slum-area problems dogging its pupils.

In addition to Butler Elementary School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Butler's was an "Operation Bootstrap" that came as the 1960 census showed 42.2 per cent of the families it served had incomes of less than $3000 per year. Out of a low-rent housing project came 97 per cent of the children in the school. Juvenile delinquency--and the dropout rate--were high. Double sessions hurt.

Unable to rouse adequate support from the school system itself, Principal Frederick D. Browne took his battle to the community.

He set out to involve all parents in an effort to improve the health and recreational habits of their children.

(More)

One target: Establishment of a park since the school had no playground.

Quickly a community advisory committee was set up. It consisted of two parents, two faculty members, a public health nurse, a social worker and a manager of the housing project.

The committee set a target date of five years to reach its goals of slashing the dropout and crime rates and generally upgrading the community.

Results were dramatic. With cooperation of school and other public officials--and with the aggressive leadership of Browne--the committee fired the community with a vibrant spirit as slum areas were cleared for a park. A dental clinic was set up at the school and needed supplies rolled into Butler classrooms. Physical fitness programs were also developed.

Browne and another male faculty member became voluntary probation officers under the Fulton County Juvenile Court to help with problems arising from the school community.

There were dramatic results in the health of the schoolchildren as cavities were down 42 per cent at the end of 1965 from 1960.

The effects were felt even in voter registration. With the school as a new voting precinct headquarters, and the PTA getting parents on the rolls, 96 per cent of the community's adults are registered.

Where it had no library five years ago, the school has one now, with six books per child on its shelves. Moreover, basic education classes for adults meet two nights per week at the school.

A total of 76 per cent of those leaving Butler's seventh grade now enter high school, 22 per cent over the 1960 figure.

And a new school was built near Butler to take off some of its enrollment pressure.

Meantime, Browne kicked off a "continuous progress plan" to permit primary pupils to move through nine levels of reading without the pressure of grades--or stigma of failure.

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SPECIAL TO HAWAII NEWS OUTLETS

Kalanianaole School Named Hawaii "Pacemaker"
In National Search For Educational Excellence

MAIMI BEACH, FLA., June 26--Kalanianaole Elementary and Intermediate School at Papaikou was named today as Hawaii's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will be given to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award is given in recognition of the school's conversion of an old auditorium into a carpeted, team-teaching facility.

In addition to Kalanianaole Elementary and Intermediate School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The team-teaching room at Kalanianaole school grew out of a consolidation that added 110 children from kindergarten through grade six. After Pepeekeo School consolidated with Kalanianaole School two years ago, the staff was faced with the problem of how to provide adequate classroom space for the additional students.

It was just the problem for Henry Gouveia, principal, who wanted to initiate team-teaching anyway. For it happened that an old auditorium in the basement of the main building could be converted into the kind of large classroom team teaching required.

(More)

At the same time, the room would take some of the numbers pressure off the other classrooms. Gouveia and his staff realized, too, that they would have to act to reduce the noise level in the larger room. Thus they decided to carpet it.

Kalanianaole became Hawaii's first public school with a wall-to-wall carpeted classroom.

The result was that the noise factor, with three classes combined in the room, was less than in a regular hard floor classroom with 30 children.

Gouveia notes "how the student's behavior can be changed as he walks from un-carpeted to carpeted area...how pushing and jostling are subdued...how the responsibilities of students have been improved by the informal atmosphere created by carpeting."

Student behavior is better throughout the school. They are quieter, more responsive. Parents say their youngsters even behave better at home as a result of the quiet "Big Room" at school.

Teachers, meantime, utilize their special knowledge in various subjects in the team approach.

Gouveia and his staff thus demonstrated how a new teaching technique, coupled with appropriate physical facilities, could improve the school experience of their pupils.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO ILLINOIS NEWS OUTLETS

Aurora West Side District Named Illinois "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Aurora Public Schools' West Side District was named today as Illinois' 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the West Side schools at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award recognizes the district's in-service assessment and training workshop for 294 elementary and junior high teachers.

In addition to the Aurora district, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The teachers' assessment program in Aurora West Side schools was designed to give them the best possible picture of their performance and to help them improve their instructional methods. Teachers evaluate themselves and each other. Anonymous student replies to questionnaires have also been used to help teachers gauge their strengths and weaknesses.

(More)

Taped classroom sessions--and playbacks with the involved teacher and his or her colleagues listening--have been utilized in the belief of Charles Sweatman, director of in-service training for the district, and staff that improved teaching is as important as improved textbooks.

"The belief that new textbooks alone will improve the quality of education is a blind belief which continues to reinforce the master of predetermined and often static systems of knowledge rather than the emphasis being on helping students learn how to learn," Sweatman said.

The Aurora program also emphasizes the frequent need for change in teacher-principal relationships. Thus a principal's half-hour discussion with a teacher in a disagreement over the administrator's behavior will be taped for teacher group analysis.

"Administrators willingness to put their behavior before the teachers also serves to engender a feeling of freedom," Sweatman said.

Often the teacher, sensing the need to change his or her approach to the classroom, will visit demonstration centers or other "innovative and exemplary schools" in Illinois to observe, he noted.

"Each teacher is encouraged to visit at least one," Sweatman said.

The Aurora teacher assessment program is a joint effort with the University of Illinois and Office of the Superintendent of Public Instruction, Program Development for Gifted Children. It has fired the imagination of school officials throughout the state.

"In an attempt to meet the needs of schools desiring to participate in varying phases of self-assessment and growth techniques, demonstration centers and universities throughout the state are cooperatively planning summer institute programs," Sweatman explained.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO INDIANA NEWS OUTLETS

West Lafayette School Named Indiana "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--West Lafayette Community School Corp. was named today as Indiana's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the school system at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award recognizes the system's Cumberland Primary Project, a plan to diagnose the individual learning skills of students and tailor instruction at the beginning of their school experience.

In addition to the West Lafayette School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Cumberland project, dubbed so because it began in Cumberland School, emphasizes three steps to learning as defined by educational research. These are perceptual-motor, perceptual and associative-conceptual.

So in the kindergarten room, where the project started last September with 33 pupils, youngsters began their school experience at one of the three stages.

"For example, one group might start with plastic toy models of animals they would talk about," said Principal John R. Parente. "Several youngsters might then

(more)

start cutting animals out of magazines--the second level." Parente explained further:

"Finally, one or more would begin making up an 'experience chart' of an animal--say, the lion. The chart would show the den and habitats of the animal. Maybe, too, the child at this level would begin telling stories about the animal, describing it as king of the beasts and so on."

Just because a few reach the third level soon, however, does not mean the others are not learning, Parente emphasized.

"Under this project, you may have youngsters at one stage, while others have progressed," he said. "But all are learning. The gifted are not held back by the slower pupils, either."

The Cumberland project was a joint venture of the school system with Purdue University. About $25,000 was involved this year, largely through research grants at Purdue, said William Floyd, superintendent of West Lafayette schools.

A key feature of the project is a second control group of 33 kindergarteners in a traditional setting.

"I cannot stress too strongly that a great advantage of the sequential learning program is its allowance for individual differences among the children," Floyd said. "Each child is studied thoroughly and we try to adapt our teaching to his particular perceptive characteristics."

"It has the potential of preventing reading problems, educational stalemates and even dropouts."

The aim is to develop a new, comprehensive curriculum for kindergarten through grade six, said John Bolen, of Purdue, project director.

"Our major concern is to help the child develop methods for obtaining, organizing, processing and interpreting information," he explained.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO IOWA NEWS OUTLETS

Cedar Rapids Schools Named Iowa "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Cedar Rapids Community School District was named today as Iowa's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the district at an Awards luncheon Thursday (June 30) during the 104th annual NEA convention. The award recognizes the district's continuing, total program of curriculum development and innovation.

In addition to the Cedar Rapids district, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth"from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Cedar Rapids Schools, serving 22,000 students, are a laboratory in change--supported by a well-structured research program to spot weaknesses, as well as strengths, of any proposal.

The keyword among staff and superintendent, Arnold Salisbury, is exploration. No teaching technique or course materials may be sacrosanct. Salisbury, his aides and faculty are on the constant prowl for better methods and instructional content.

So they were unafraid to experiment with--and adopt--the plan under which pupils in certain schools now dial recorded lessons to be played through telephone hookup

(More)

to the classroom. The flexible plan may be used by a French teacher, for example, to channel a recording to one student, or to 30 students.

Innovation starts early. Thus first graders pick up the alphabet the first six weeks, learn use of the dictionary and turn out written compositions.

In a mathematics class youngsters manipulate Cuisenaire Rods for a better grasp of numbers.

One clue to the dynamism of the Cedar Rapids system comes from Paul F. Johnson, Iowa state superintendent of public instruction. He noted that "teachers are provided with released time for working on ideas with consultants and curriculum leaders and developing instructional materials to implement those programs desired for the curriculum."

The waves of change are felt from kindergarten through grade 12, and into night school for adults.

"As a result of close cooperation between the various subject fields, careful control by properly designed research, and an experienced staff of consultants," Johnson said, "pupils and teachers are less subject-area conscious, and broad areas are given the benefit of the most up-to-date teaching methods in a context which is practical and effective in today's schools."

Cedar Rapids, incidentally, doesn't stop with putting the latest touches to its curriculum. The system uses a computer to schedule architectural and building planning.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO KANSAS NEWS OUTLETS

Salina Senior High Named Kansas "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, FLA., June 26--Salina Senior High School was named today as Kansas' "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the Salina system at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the independent study program of Salina High as a lighthouse project emphasizing individualized research.

In addition to the Salina award, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Salina program challenges able seniors to pursue specialized study on their own. But they do receive grades and credit for the work.

Fourteen students were picked to kick off the program in September, 1964, with 32 following their trail in the school year just ended.

Students have explored such subjects as "Coherent Light" and "Effects of Thyroid Extract on White Rats" in written reports submitted to an evaluation committee.

The program "is designed to afford an individual student a greater opportunity, than now exists, to study, either in depth or in breadth, an area of special interest

(More)

for which he has the aptitude, willingness and the responsibility to undertake," says Dean L. Oberhelman, coordinator of secondary education for Salina schools.

Project students worked under general supervision of a faculty member, but could utilize the sixth period of the school day any way they wished to advance their special study area.

"They were free to utilize any available school facilities and also were encouraged to utilize community, state and professional or business resources, which most did," Oberhelman said.

"The final evaluation of each student's study was made by a committee of faculty members, and in one instance two persons from outside the school faculty were on the evaluation committee. The committee evaluated the written report of the student's study and also the oral examination to which the student was subjected."

To enter the program, a student must apply with a written outline of his proposed study to the evaluation committee.

Oberhelman stressed the program's development of "responsibility, initiative, resourcefulness and understanding (of) some methods of scholarly inquiry" in students.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO KENTUCKY NEWS OUTLETS

Blazer High School Named Kentucky "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Paul G. Blazer High School in Ashland was named today as Kentucky's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

The school will be given a citation at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation honors the school for its progressive mathematics-science program.

In addition to Blazer High School, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico, will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Paul G. Blazer High School's total mathematics-science program is designed to promote the student's interest, develop his enthusiasm, and create a desire to explore further into technological study. Individual research is encouraged. Each of the teachers in these areas have degrees in their subject areas.

A major asset in the high school program is the availability of instructional materials by the faculty and students. The chemistry and physics laboratories and equipment rival those in most small colleges, according to Clyde Hunsaker, principal.

(More)

And local industry is supporting the work done at the school. Mathematicians and other scientific personnel from many areas of the country are brought to the school by sponsoring companies in the area to speak and work with students.

The daily class schedule is designed to be of maximum benefit to the student, with "floating periods" for independent study. There are no study halls.

In order to prepare ninth-grade students for the more technical courses in senior high school, Introduction to Chemistry and Physics is being planned for the 1966-67 school year. The purpose of this course, according to Hunsaker, is not to "push down" chemistry and physics to junior high school, but is designed to introduce the concepts of the physical sciences and to allow the student to become acquainted with the application of mathematics.

In addition to regular class work, many other developmental opportunities are offered to students. Under NDEA, Title I, "Opportunity Classes" have been established for those who are deficient in mathematics. Remedial or review classes have been organized in chemistry for those having trouble with math.

Accelerated classes have been set up to allow quicker students to "stretch" their minds. Chemistry II students spend as many as 15-20 hours a week working in the lab. Participation is completely voluntary with sessions being held in the evenings and on Saturdays. Participation is excellent, says Principal Hunsaker.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO MAINE NEWS OUTLETS

Rockland High School Named Maine "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Rockland District High School was named today as Maine's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will be given to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation honors the school for its program for slow learners in the 9th and 10th grades.

In addition to Rockland, schools or school systems in 41 others states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Rockland program for slow learners, the only one of its kind in the state, was started during the 1964-65 school year. Slow learning 9th and 10th grade students are served by a team of two experienced teachers, two interns, and two student teachers who teach English, social studies, mathematics, and science. The University of Maine cooperated with the school in setting up the team approach as part of a statewide experiment in team teaching financed by the Ford Foundation.

Reporting on the first year's progress, team leader Fred Perkins, Jr., said: "We work closely with the shop, home economics, and physical education teachers. The pupils are divided into four basic groups on the basis of ability. These groups are further subdivided on the basis of ability and interest." He added:

(More)

"During the year it is possible that a pupil will move ahead or move back in an effort to meet his particular needs. We have sufficient room available to allow for both large and small group instruction and the pupil-teacher ratio can range from 1-1 to 1-67 with almost any combination in between."

Perkins reported that tests administered at the end of the first year "indicated definite progress in most cases."

This past year, additional funds from the NDEA, Title I, made it possible to add another teacher and a teacher aide. A librarian aide is now keeping the library open from 3 p.m. to 9 p.m. daily, since many of the students do not have a place to study at home.

The District has received a planning grant under Title III on a proposal to build an addition to the high school to house an extension of the program for slow learners, according to Perkins.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO MARYLAND NEWS OUTLETS

Silver Spring School Named Maryland "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Bushey Drive Elementary School in Silver Spring was named today as Maryland's "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the Silver Spring school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award recognizes the school's innovations in ungraded team teaching.

Besides the award to Bushey Drive Elementary School, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

At Bushey Drive Elementary School three teams of teachers have been organized to share planning, teaching, and evaluation of growth for three groups of students. One team works with five and six-year-olds, another with seven and eight-year-olds, and the third with nine , ten , and eleven-year-olds.

Children are deployed among teachers according to their need for instruction in mathematics or the language arts. Redeployment of students to teachers in the social studies area may occur following evidence of interest in some sub-problem of team instruction.

The arts are taught in this program both as a separate discipline and as modes of expression in regular classroom activities.

(More)

Depending on instructional goals to be achieved, teachers at Bushey Drive School organize classes into large groups for lecture-type instruction, small groups for discussions, or individual independent activity groups. As a result the teachers must use their skills both as members of an instructional group and as an individual tutor.

Specific instructional skills of teachers often play a vital role in planning classroom experiences for children.

The team teaching program at Bushey Drive Schools was developed in an effort to:

- Facilitate the intellectual growth of children at their individual rates.
- Provide flexible grouping and deployment of children in ungraded classes.
- Test professional growth of staff within a flexible curriculum.
- Provide opportunity for inter-relationship of the disciplines.
- Develop the mastery of the proper method of inquiry among young students.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO MASSACHUSETTS NEWS OUTLETS

Needham Schools Named Massachusetts "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, FLA., June 26--The Needham Public School System was named today as Massachusetts' 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes a broad-based elementary science program designed to improve teaching of the basic sciences.

In addition to the Needham Public School System, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

This month marks the first anniversary of Needham's elementary science program. It began with the employment in May 1965, of Norman D. Harris, who for 18 years was director of education at the Boston Museum of Science.

Last September, Harris instituted a nine-phase elementary science program involving teachers, students and parents. The main goal was to make science interesting and understandable for elementary youngsters. In addition, Harris planned the new program with built-in devices to keep teachers up to date on fast-changing developments in science.

(More)

Main emphasis of the program, however, is on dramatic visual classroom demonstrations. Elementary teachers meet weekly to plan classroom activities in the physical sciences and natural history. The best of these demonstrations are used as the basis of science assembly programs which are presented to the entire school system.

The elementary science teachers are supplemented by what Harris calls "coordinating teachers," those with special interests in science. They meet regularly with the science teachers and channel new science programs back to other teachers within their schools.

Students outside the elementary grades are also involved in Needham's program. "The most capable science students in the junior high and high school are given an opportunity to develop elementary science demonstrations through extracurricular science seminars," said Harris.

The program also includes a regular review of new inexpensive science materials which are made available to teachers through school science libraries.

Effect of the program on Needham youngsters has been outstanding, according to Needham parents. In a survey of 958 parents, more than 800 indicated that their youngsters had greatly increased enthusiasm for science as a result of the new program.

Commented a typical parent: "This program is the first one that I can say my children are really enthusiastic about. We never hear about anything else that goes on in school, but are constantly hearing about what is new in the science program."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO MICHIGAN NEWS OUTLETS

Albion Public Schools Named Michigan "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Albion Public School System was named today as Michigan's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes Albion's Adult Home and Family Living Program, an adult education project designed to help Albion mothers "who weren't mothering so well."

In addition to Albion schools, schools or schools systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

Among Albion's 12,000 residents are about 3,600 Negroes, many of whom are members of families without fathers. The need for the Negro mother to be both parents to her youngsters led Albion school officials to set up a program to give these women some of the background needed for their task.

In the first class, which was begun in 1963, there were 28 mothers with 128 children among them. Only one family had a father.

Obviously, these women needed to develop "skills, attitudes and management abilities" to improve their capacity to be fathers, mothers, homemakers and community members," according to school officials.

(More)

To get the program underway, Mrs Patricia Geyer, Albion High School home and family living teacher, called a meeting in 1963 of public health nurses, social case workers, social aid and probate court officials and county extension agents. Mothers of families known to social and judicial agencies were picked for the classes, and with the help of community women's groups the program was staffed.

Courses offered to the mothers included home management, getting along with children, using available welfare materials and food, clothing and developing manual skills.

Last fall, the program was expanded to provide in-the-home help from an Albion high school home economics teacher who spent 10 hours weekly visiting individual homes.

Albion school and community officials are enthusiastic about the program, but perhaps the best response is from the mothers themselves, one of which wrote at the end of a class session, "Wish I could come back."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO MINNESOTA NEWS OUTLETS

Oliva School Named Minnesota "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Oliva Public School was named today as Minnesota's "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the Oliva Public School at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation recognizes the school's cooperative efforts in providing a special education program for the Oliva area.

Besides the Oliva award, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Oliva special education program is a cooperative effort involving three other communities: Danube, Renville, and Bird Island.

Seven years ago, Oliva had the only special education program in the area and grouped children from age 7 to 16 in one classroom.

In 1960 however, the Oliva superintendent suggested an area-wide program, and in 1963 school officials in the other three communities and at the State Department of Education gave their approval.

Under the plan, all trainable children in the area are enrolled in a special class at Danube; all educable children on the elementary level, at Oliva; and all junior high educable, at Renville; and all senior high educable, at Bird Island.

(More)

The special education program has grown steadily since that time. Now special students are allowed to enroll in regular classes whenever possible. Special instruction is provided in home economics, industrial arts, art, music, crafts, typing, and driver education. And this fall, the four schools, together with three others, will have a vocational counselor to serve the trainable and retarded.

Diplomas in special education are now granted to all 18-year-olds who complete the course of study. With the assistance of the Department of Vocational Rehabilitation and state-sponsored sheltered workshops, the students are being placed in occupations through which they can make a contribution to society.

Said Mrs. Hannah Kaczrowski, special education instructor at Oliva, in summarizing the program:

"The new special education arrangement has had a positive effect on the total school program and in the communities involved. All the people involved have learned that through concern and cooperation the greatest of problems can be alleviated or solved."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO MISSISSIPPI NEWS OUTLETS

Gulf Coast Junior College Named Mississippi "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Mississippi Gulf Coast Junior College District was named today as Mississippi's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the vocational-technical program offered at the three junior colleges which make up the Gulf Coast District.

In addition to Mississippi Gulf Coast Junior College District, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

Four years ago when the Mississippi legislature created the Gulf Coast Junior College District there was a junior college already in the area. However, an earlier study had shown that rural Perkinston Junior College was not filling the needs of the young people of the district, and as a result of the legislation two additional campuses were erected in urban and suburban locations.

At that time, a new broad-based vocational-technical program was inaugurated which would provide a five-part program: preparatory training, apprenticeship programs, trade extension programs, adult retraining and industrial training.

(More)

An advisory committee of business and professional people and representatives of industries involved in specific programs guides the vocational-technical training of the more than 2,500 individuals enrolled in the three junior colleges. Within the last two years, the program has grown from four courses with 50 students to more than 150 courses involving 2,500 students.

At the present time, students can take courses ranging from the traditional mechanical drawing and drafting, to technical writing and computer circuitry. The result of the program, said District President J. J. Hayden, Jr., is that "within a short span of time more than 2,000 persons who might not otherwise have the opportunity for vocational-technical education have benefitted, and the area's economy has been boosted due to increased earning power."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO MISSOURI NEWS OUTLETS

Valley Winds School Named Missouri "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, FLA., June 26--Valley Winds School at St. Louis, Mo., was named today as Missouri's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the highly individualized educational program of Valley Winds Elementary School which has been carefully integrated with its revolutionary circular school building.

In addition to Valley Winds, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

Teachers, pupils and even the unusual snail-shaped building at Valley Winds have been geared to the school's philosophy that children are not "average," but are individuals who need special educational programs. The children at Valley Winds, said the school's statement of purpose, should not be "fashioned to fit the program," ignoring individual differences.

The Riverview Gardens School District Board of Education, of which Valley Winds is a part, has established three objectives for elementary school education:

(More)

o To assist pupils to become fully-functioning, mature human beings.

o To meet the needs of individual differences by providing a different program for each child.

o To provide the skills, structure and understanding to enable pupils to set worthwhile goals.

To accomplish these objectives, Valley Winds has adopted the stance that "learning results only from experience," and that all a school can do is provide the setting for students to gain experience. In other words, the teachers cannot provide experience for students, only the conditions in which learning can take place.

Organization of the school is unusual, too. Instead of six elementary grades, the students are divided into three basic groups, referred to by the school as the divisions of "basic skills," "transition" and "independent study."

Children move at their own rate through the groups starting with the basic skills division in which they learn basic communication, computation and social skills. The transition division is geared to teach children to work independently, and success in this group results in a child's move to the independent study division.

Now two years old, the Valley Winds program has not yet been fully evaluated. More about the effectiveness of the unique school will be known when Valley Winds graduates are tested in relation to other elementary youngsters.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO NEBRASKA NEWS OUTLETS

Lincoln Schools Named Nebraska "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Lincoln Public School System was named today as Nebraska's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

It was the second consecutive "Pacemaker" award for Lincoln schools, which was cited last year for its adult education program.

This year's citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the board of education sponsored Lincoln Youth Symphony Orchestra and the school system's wide-ranging instrumental music program.

In addition to Lincoln schools, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

The Lincoln Youth Symphony Orchestra is one of very few instrumental groups sponsored by a board of education. The orchestra is the culmination of a systemwide instrumental music program which begins with piano lessons in the third grade. Any youngster is eligible to take the free lessons, the only requirement, according to the school board, is an available piano and evidence of satisfactory practice.

(More)

In grades five and six, youngsters begin orchestral training, with music instruments furnished by the schools for those who are unable to purchase their own.

Each junior high and high school in the school system has its own orchestra, and the larger schools have classes in both beginning and advanced orchestra.

During the summer, a special music program is offered featuring intensive training in band, orchestra and vocal music for junior and senior high school students.

Admission to the Lincoln Youth Symphony orchestra is by audition only, and regular rehersals are held under the direction of Eugene K. Stoll, coordinator of instrumental music. The orchestra's reputation is nationwide, according to Stoll. It was recently chosen from among several hundred competitors to present a concert for the music educators national convention.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO NEW JERSEY NEWS OUTLETS

Teaneck Schools Named New Jersey "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Teaneck Public School System was named today as New Jersey's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes Teaneck's solution to a defacto segregation problem by converting one elementary school which was becoming racially unbalanced into a building housing all sixth grade youngsters in the system. Pupils in grades 1-5 were transferred and integrated into other school buildings.

In addition to Teaneck schools, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

The Teaneck program began in the spring of 1964 when Superintendent Harvey B. Scriber took the first steps to solve the problem of Negro-white racial imbalance at Bryant School, in Central Teaneck.

At that time, the Teaneck School Board announced that all sixth-grade children in Teaneck elementary schools would attend Bryant beginning in September. The Bryant youngsters in grades one to five were to be transferred to other schools within the system.

(More)

Superintendent Scriber recognized, however, that the integration plan would not be successful without teacher preparation in the problems of disadvantaged children. In cooperation with the National Conference of Christians and Jews, the school district sponsored in September, 1964, a teacher's workshop which highlighted the problems connected with teaching children of different races and with different cultural and economic backgrounds.

For the parents, the school board provided an in-service workshop on human relations which was sponsored by local parent-teacher associations.

At the end of this year, the Teaneck School Board will undertake a comprehensive review of the program which, it said, was established so that "each school in the township would more realistically reflect the social composition of the community."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO NEW MEXICO NEWS OUTLETS

Cuba Public Schools Named New Mexico "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Cuba Public School System was named today as New Mexico's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th NEA convention. It recognizes a pre-school and primary program designed to assist bi-racial and bi-lingual students from deprived homes to master the English language.

In addition to Cuba Public Schools, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

The Cuba Public School System, located in Northcentral New Mexico in the vast Pueblo Indian Reservation, has large numbers of children who come from backgrounds of extreme cultural, educational and economic deprivation. More than 80 per cent of the youngsters live in areas where communication is hampered by bad roads and with limited telephone and power service.

At least 80 per cent of the school district's 651 students have never conversed in English before enrolling in school at the age of six, according to Cuba Superintendent Philip Gonzales.

(More)

The large school system, which contains 1,872 square miles, also draws children who commute more than 100 miles daily to school.

To help these youngsters make a rapid transition to public school, Gonzales developed a program which would build more adequate English vocabulary, and adapt the children to a modern environment.

With the aid of federal funds under Title I of the Elementary and Secondary Education Act, Gonzales, with his teaching staff, has planned a series of field trips in a school bus which serves as a mobile classroom.

So far, the field trips have taken students to an airport, bus depot, shopping center, dairy farm, bakery, museum, and the state capitol at Santa Fe. The trips also include meals and lodging for the youngsters, since the distances involved require overnight accommodations.

In addition to the field trips, the school system provides medical and dental care for the youngsters. Teacher aides provide more individual attention for students and the school district has set up an extensive teaching materials center with supplementary audio-visual material, textbooks and library books.

All of these phases of the program, said Gonzales, are aimed at helping youngsters learn English rapidly. "The limited background of the children" is the single most important factor in failure at school, he said, and the new program helps give the children "common ground" to talk as equals.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO NEW YORK NEWS OUTLETS

Vestal Central School District Named New York "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Vestal Central School District was named today as New York's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes a systemwide program to help children adapt to major school changes and to provide additional courses for self-development. The projects range from a pre-kindergarten entrance evaluation, to a coordinated program to ease transition from elementary to junior high school, and after-school seminars for high school juniors and seniors.

In addition to Vestal schools, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Vestal program begins with an experimental evaluation project in kindergarten to try to determine when youngsters are ready to enter school. Those children which seem to be able to profit from kindergarten are enrolled. Other children are sent to special enrichment classes and their entrance to kindergarten delayed one year.

Called "Operation Slowdown," the kindergarten program was started, said Vestal Superintendent Paul H. Benedict, because many academic problems are created for youngsters who are forced into school before they are ready.

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Another time of crisis for students is the transition from elementary to junior high school. It is especially critical for youngsters, said Benedict, because they are undergoing a period of rapid development, physically, emotionally and mentally.

To smooth the transition, this year 30 Vestal school teachers, 15 from each of the sixth and seventh grades, swapped jobs. In addition to giving the teachers more understanding of the changes in the students' lives, it will enable teachers to be better prepared to handle these youngsters, said Benedict.

The third phase of the Vestal program is a large scale after school seminar program for high school juniors and seniors. On an elective basis, nearly 150 students on their own time study in four seminars ranging from computer mathematics to the humanities.

Latest addition to the program, the after-school humanities course (which provides discussion and lectures on subjects ranging from Plato to Renaissance architecture) this year enrolled 71 youngsters. Teacher Mrs. Elsie Kavanagh, who said she would be "happy with 10 students," was overwhelmed with 115 applicants. Twenty of the youngsters will take the course next year when it will be offered as a part of the regular curriculum.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO NORTH CAROLINA NEWS OUTLETS

School of Arts Named North Carolina "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, Fla., June 26--The North Carolina School of the Arts at Winston-Salem was named today as North Carolina's "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the school as a pioneer in training gifted students.

In addition to the North Carolina School of the Arts, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The School of the Arts opened last September 5 as the South's only center for training professional talent in music, drama and dance under one roof. It is the nation's first state-established, state-supported school for the performing arts.

To it have come the most promising North Carolina students at junior and senior high and college level. Auditions of more than 600 applicants sifted 227 for the charter student body.

"A school would perform a most worthwhile service, provided it accepted into enrollment only the most gifted applicants," said the trail-blazing special commission set up to explore the project. A 1963 legislative act established the school as a monument to the vision of a host of public, civic and cultural leaders of the state.

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"The standards for student acceptance and development should be at the highest," the commission said. "It is important that all students be of top ability in order for each to compete with his equals."

Nor was lack of funds to be a barrier to the gifted. Students at below-college level pay no tuition anyway. And a scholarship fund, quickly set in motion by Vittorio Giannini, internationally-known composer and musician and first president of the school, cleared the decks for the needy in the charter group of college students.

Seized by the vision for the school, the faculty includes such stars as Saul Caston, long-time conductor of the Denver Symphony; Rose Bampton, one of the nation's leading dramatic sopranos; Ruggiero Ricci, world-famous concert violinist; William Ball, prize-winning New York director; and dancer Robert Lindgren, formerly with the Ballet Russe de Monte Carlo.

The students' regimen might make field-hardened athletes blush. (Athletics, incidentally, is a subject which least interests students). Performing classes start at 8 and last all morning. Academics takes over from 1 to 6 p.m. And from 7 to 10 p.m., students have an inflexible choice: Study or rehearse.

A few were unable to stand the pace and dropped out. But the rest are moving toward high school and maturity diplomas and, at college level, to the Bachelor of Music degree, the Bachelor of Fine Arts in drama and Bachelor of Fine Arts in dance.

"I think we are moving toward a renaissance in the arts that will dwarf anything in history," says Giannini.

It was the prodding of his special consultant, John Ehle, novelist and teacher, which set then-Gov. Terry Sanford in motion to establish the school. And it was through an impressive local fund drive in the project's behalf, plus the outright gift of its James A. Gray Senior High School as quarters, that Winston-Salem became the home of the new school.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO NORTH DAKOTA NEWS OUTLETS

Fargo Schools Named North Dakota "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, Fla., June 26--The Fargo School District No. 1 was named today as North Dakota's "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the Fargo School District at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation recognizes the district's efforts to integrate the blind and the partially seeing with sighted children in the classroom.

Besides the Fargo award, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Fargo school experiment is a pilot project for the state of North Dakota and is the only educational facility for visually handicapped children besides the State School for the Blind at Grand Forks, N.D.

"These children are sent into society upon graduation from school," said Fargo Resource Teacher Ruth Hoglund, "so we consider it important that this social integration begin at the preschool or kindergarten level and carry through high school."

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The Fargo program is especially unusual in that it serves children from outside the state. At the present time, 11 children are enrolled, four of whom are from Minnesota.

This is the first program in which children have crossed state lines to participate in a special education program in the public schools.

Two resource teachers, Mrs. Hoglund and Mrs. Joan Skjonsby, are responsible for coordination of the program for the visually handicapped and the regular school program. They must be certain that all textbooks are available in Braille. They consult with classroom teachers on lessons so that all materials can be Brailled.

The two resource teachers also handle instruction in both the reading of Braille and use of the Braille writer during scheduled periods in the school day.

Whenever possible, cards in Braille are placed next to the printed words on bulletin boards and blackboards. The blind child has only to run his fingers over the various rectangles on the boards to get acquainted with anything new in the room. Even the calendar has its raised dots.

When a class reaches a subject or activity in which the blind child would get little value from participation, the child is permitted to go to the resource room for special instruction. But as the blind child progresses through the grades, he spends more and more time in the regular classroom.

And, according to Mrs. Hoglund, that is the purpose of the program--to permit the visually handicapped to live as normally as possible.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO OHIO NEWS OUTLETS

North Avondale Elementary School Named Ohio "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Cincinnati's North Avondale Elementary School was named today as Ohio's "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

The citation will go to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the school's Pupil Enrichment Program (PEP) of subjects taught before and after school hours by volunteers under professional supervision.

In addition to North Avondale Elementary School, schools or school systems in 41 states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

North Avondale's PEP began in September, 1962, to ensure the finest quality school experience for youngsters as the community became racially integrated. Response was enthusiastic as doctors, lawyers, businessmen and housewives led classes in subjects from creative writing to ballet.

Even a school newspaper was published in a journalism class under Emil Dansker, Cincinnati newspaperman.

Some 1300 pupils have been involved in PEP in the course of a year. The students not only picked up new skills and heightened their proficiency in others, but they have been exposed to leading representatives of the neighborhood which

(more)

prides itself on its residents of varied racial, ethnic and religious backgrounds.

"Pupils in North Avondale school have been provided with certain experiences and skills they would not have had without PEP," said Robert Curry, associate superintendent of Cincinnati public schools.

"And we have had the complete cooperation of very interested, able parents," he said. "Whenever these things are operating for you, you are bound to have success in a school program."

Classes in a typical PEP subject cover a period of from four to six weeks. One feature is an adult evening program which acts as a further trigger of parental interest in the school.

School officials attribute to PEP much of the success in the maintenance of racial integration at North Avondale School.

A steering committee directs the program under the general supervision of Miss Luise Reszke, North Avondale principal. And the North Avondale Neighborhood Association, which deeply concerns itself with school support, emphasizes PEP in its brochure for new residents of the area.

"We have to some degree patterned programs in other schools--and the citywide tutorial program involving more than 1000 volunteers--after what we have learned at North Avondale," Curry emphasized.

"Aspects of PEP also will be inaugurated in new schools," he said.

As an index of the enthusiasm of North Avondale's PEP boosters, Curry said, they have offered to help establish a similar program at the newest neighbor school, Burton, which opens in the fall.

One key to PEP is the form, "Your Personal Volunteer Record," each North Avondale parent fills out at the start of the school year. The program coordinator and steering committee process the returns to obtain volunteers who staff PEP classes, supervise playground safety, man school hallways, pitch in as typists to help the school office and serve as lunchroom hostesses.

PEP demonstrates what interested, enlightened parents can do for one school, neighborhood--and community at large.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO OKLAHOMA NEWS OUTLETS

Oklahoma City Schools Named Oklahoma "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, FLA., June 26--Oklahoma City Public Schools were named today as Oklahoma's "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

The citation will go to the Oklahoma City system at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the system's elementary science program and the cooperation of an educational television station and a local newspaper in a pioneer effort.

In addition to Oklahoma City Public Schools, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Oklahoma City program was designed by Mervel S. Lunn, director of instructional media for the system, and his staff, to bring alive 34 basic science concepts for the schools' 35,000 children in grades 1 through 6.

It focused on a weekly television lesson, which a second ETV station relayed to thousands of other students. The lesson developed a concept also emphasized the same week in the Sunday color comic section of the Daily Oklahoman. Meantime, the classroom teacher, using a science manual specially prepared for the series, led her pupils in discussion of the lesson.

(More)

"The thing which intrigued me most was the demonstration of what a non-profit agency, the school system, and a profit-making group, in this case the newspaper, could do together for the benefit of so many," said Lunn.

"The newspaper made available leftover copies to deprived area homes. And, of course, the teacher always brought her copy to class on Monday," he added.

The newspaper duplicated and distributed about 25,000 teachers' manuals, and designed and distributed about 120,000 scrapbook covers to permit children to keep the full series of cartoon strips.

Said Lunn: "Our secret of the success of our year-old program was the schools' graphics consultant, Paul Ringler, who drew the newspaper cartoons and who was known to youngsters from his weekly TV classes in drawing. Children recognized his work in the paper, and it drew them to the subject matter."

Teachers around the state bombarded the school system with requests for the science manuals. Requests came from areas even where the TV lessons were not available to students.

But Lunn estimated that the two television stations "beamed the lessons over the state to an extent that 80 percent of the student population were within reach and could have viewed them if they had sets."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO OREGON NEWS OUTLETS

Bend Senior High Named Oregon "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Bend Senior High School was named today as Oregon's "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the school's modular class scheduling with the emphasis on independent study and team teaching.

In addition to Bend Senior High School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Bend High schedule is divided into 23 daily 18-minute periods. Teachers are able to combine segments, for example, to team in the instruction of honor English students. On certain days, a class may take certain modules--and not meet the other days of the week.

"Our basic concern is to make teacher-student time available for as high a degree of individualization as possible," says Ray L. Talbert, principal.

"The scheduling plan leaves about 30 per cent of the day for independent study and research," he explained.

(More)

More time is set aside for teacher-student conferences. And while the Bend program permits teaching teams to instruct large groups, it also makes small group sessions--12 to 15 students each--possible.

"Modular scheduling, which leaves teachers in structured classes about 40 to 45 per cent of the time, has been a morale booster," Talbert said. "We've run opinion polls showing a high degree of acceptance by both students and staff. Neither students nor staff would want to go back to the old system."

Bend Senior High has an allied feature--freedom of students to leave campus during the school day without requesting permission--to its scheduling program. In effect six years, the "open campus" permits any of the 1000 students with parental consent, to leave the grounds. The permission may be withdrawn, however, if a student abuses it.

What effect does the open campus and modular schedule have on students once they enter college?

"Our contacts with our graduates show they feel our program has given them an edge over other college freshmen," Talbert said.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO PENNSYLVANIA NEWS OUTLETS

Altoona Schools Named Pennsylvania "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, Fla., June 26--The Altoona City School System was named today as Pennsylvania's "Pacemaker" in educational improvement in a nationwide recognition program sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

A citation will go to the Altoona School District at an Awards Luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes the district's use of a computer in the study of mathematics, science and vocational fields.

Besides the Altoona award, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Electronic computer and communication processes rescue the Altoona student in his attempt to grasp today's explosive growth of knowledge.

"The computer here is used strictly for education instead of the usual administrative and student-scheduling chores," said Thomas R. Heslep, superintendent.

A thousand students in grades 7-12 are in teaching programs revolving around the computer.

"Willing and able students are provided opportunities to formulate their own problems, program their efforts and learn computer operation," said John J. Branick, administrative assistant to Heslep.

(More)

An oversized classroom houses the computer. In an adjoining classroom is data processing equipment. So students learn how to apply data processing as well as operate and program the computer.

Mathematics classes make use of this system as a tool to demonstrate and clarify basic concepts of mathematics through the use of standard Fortran programming language," Branick explained. "In science, especially physics, the computer aids in solving complex scientific problems which would be almost impractical to solve otherwise.

"With this system, a person can simply step to one of the remote input stations and enter his problem. Within seconds, his solution is being transmitted to him," he added.

Heslep gives credit to the computer for motivating students and keeping them in school. Even parents have caught the students' new enthusiasm and many have enrolled in night school classes involving computer operations.

The computer system has improved student-teacher relations, Branick said. And it's added "interest and meaning to the course work by demanding problem analysis and concurrent understanding," he pointed out.

Altoona schools received their computer in September, 1964.

6/26/66

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO PUERTO RICO NEWS OUTLETS

High School Program Named Puerto Rico "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Special High School Program developed by the Puerto Rico Department of Education was named today as a "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the Puerto Rico Department of Education at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award recognizes Puerto Rico's sustained effort to update and upgrade secondary education on the Island.

Besides the Puerto Rico award, schools or school systems in 42 states and the District of Columbia will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Launched in 1960, the Puerto Rico program now involves 12 secondary schools enrolling approximately 1,800 pupils.

In these schools curriculum has been completely reorganized and new media, such as television and teaching machines, have been introduced.

The most visible aspect of the program is its modification of classroom time and organization. Regular classes have been reduced from five periods to three periods per week in most courses, and the time taken from the standard procedure has been devoted to large-group lectures, library work, laboratory research, cultural activities, and individual study.

(More)

In most classes in Puerto Rico's high schools, students now study a subject from three or four textbooks, not just one.

In addition to the regular subjects, the revised Puerto Rico secondary curriculum now has added two introductory courses--one in the humanities and another in social sciences--and a seminar involving discussion of great books.

According to Victor Melendez, director of the program, "Students in the new program read more and are guided into accepting more responsibility in doing more independent work.

"The different activities are a challenge to them, emphasizing critical and independent thinking, development of a strong sense of values, and an intense desire to know," he added.

Another plus in the program, according to Department officials, is the liberation of teachers.

This program, they report, allows for better class preparation, more in-service training, and the teacher time needed to help students with individual problems.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO SOUTH CAROLINA NEWS OUTLETS

Beaufort High Named South Carolina "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, FLA., June 26--Beaufort High School was named today as South Carolina's "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to Beaufort High School at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The Award recognizes the school's remedial reading program.

Besides Beaufort High School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

"The plan for Beaufort's remedial reading program (known as Combined Studies)," according to Mrs. Gwen Johnson, director, "is self-improvement through personal experiences in reading."

The program begins with test evaluations to determine the junior high school students with the most severe reading problems. These young people are enrolled in the special tenth-grade course.

The teacher of Combined Studies has these students for two consecutive periods and follows a daily plan that includes 20 minutes of free reading, 15 minutes of

(More)

directed reading, 20 minutes of formal English instruction, and 15 minutes of social studies instruction.

Combined Studies, now in its fifth year, has been built on the involvement of every member of the school staff. All Beaufort teachers participated in the initial study of the best professional books on the subject of reading.

Furthermore, all teachers in the school cooperated in the program by teaching the vocabularies appropriate to their subject fields, by emphasizing better reading skills in their classrooms, and by investigating library resources and assigning work according to units of study.

Principal benefits to Beaufort students, according to Mrs. Johnson, have been a new understanding of the need for reading improvement, a sense of satisfaction in achievement of assignments geared to their ability level, and a better attitude in other subject areas.

Combined Studies is also given credit for providing the incentive that has dramatically cut the dropout rate at the school during the past five years. Although enrollment at Beaufort High has increased almost 50 percent, the number of dropouts has decreased from 38 per year to 20 per year.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO SOUTH DAKOTA NEWS OUTLETS

Sioux Falls Schools Named South Dakota "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Comprehensive Facility of Sioux Falls Public Schools was named today as South Dakota's "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the Sioux Falls Public Schools at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation recognizes the district's pilot project in the training of "hard-core" unemployed youth.

Besides the Sioux Falls award, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

During the past year, the Sioux Falls School District has established its Comprehensive Facility as part of the Manpower Development Training program. Its major purpose is to give vocational direction to unemployed persons aged 16 to 21.

To qualify for enrollment, unemployed youths must lack a marketable skill, must be considered unemployable, and--if not a high school graduate--must be out of school at least one year.

Program at the Comprehensive Facility is based on the idea of self-discovery by the trainee through exploration of multi-occupational tools, machines, and equipment under the supervision of trained instructors.

(More)

The facility affords upgrading of fundamental knowledges necessary for an occupation, as well as psychological services and testing.

The first objectives of the Comprehensive Facility are to identify the trainees' interests, to stimulate the trainees to establish goals, and to counsel them about the attitudes necessary for occupational success.

A staff psychologist helps to pinpoint each student's aptitudes and abilities, and the facility has $15,000 worth of training films to help develop vocational interests.

Students who have difficulty in basic education skills such as reading, writing, language, and math can consult a library of special training aids.

Trainees also become oriented to the working world by practicing such social skills as punctuality, carrying out instructions, establishing good relations with other workers, and care of property.

Each has a time card to build the proper attitude toward a standard working day. The five-dollars-per-day pay a trainee receives from the government is forfeited for tardiness or unexcused absense, and excessive tardiness or violations of regulations can bring expulsion.

Trainees are enrolled from one to 22 weeks, depending on the amount of time necessary to place them on a job or in a more advanced training program.

The Sioux Falls experiment is being closely watched by the Department of Health, Education, and Welfare, which is interested in establishing similar facilities in school systems throughout the nation.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO TENNESSEE NEWS OUTLETS

Murfreesboro Schools Named Tennessee "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, FLA., June 26--The Murfreesboro City School District was named today as Tennessee's "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the Murfreesboro City Schools at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation will recognize the district's success in developing a special program for preschool children from socio-economically deprived areas.

Besides the Murfreesboro award, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

Now in its fifth year of operation, the Murfreesboro experiment involves concentrated individualized training, home visitations by teachers, and numerous field trips.

Culturally deprived children--87 this year--are identified by their attitude toward achievement, aptitude for achievement, patterns of social interaction, and general physical health for enrollment in 10-week summer sessions.

(More)

For each group of 20 children, a well-qualified primary teacher serves a co-ordinating teacher. Working with each coordinating teacher are four teacher helpers, college students who have shown an interest in working with young children.

The coordinating teacher is responsible for the instructional program and sets the theme for the day's activities during the first 30 to 45 minutes of each session.

During succeeding 30-minute periods, small-group teachers strive to provide maximum individual attention in activities stressing at least one major area of emphasis in the project: achievement motivation, persistence, language development, perceptual discrimination, concept formation, improvement of personal social relations, and general physical health.

The coordinating teachers, who have extensive training in sociology, also work extensively with parents. During home visitation, the teachers supply books, magazines, and materials to help parents interact with their children. They also suggest numerous activities in which parents and children can participate jointly.

A greater interest in and appreciation of the local environment is also a by-product of the Murfreesboro school program. Field trips are used extensively to illustrate and enlarge topics of discussion in the classroom.

Children are prepared for these trips by discussions and audio-visual materials. After they return, they are encouraged to review and discuss their experiences.

According to Rupert Klaus, Murfreesboro school psychologist, the program is showing great dividends. "To date," he reports, "measures of general intellectual performance indicate that the expected rate of progressive retardation of intellectual functioning has been arrested for the training groups."

The program has also drawn nationwide acclaim. In a speech at George Peabody College, Anti-Poverty Chief Sargent Shriver described the Murfreesboro Early Training Project as "one of the most important research projects being done in the United States at the present time."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO TEXAS NEWS OUTLETS

Houston Schools Named Texas "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--The Houston Independent School District was named today as Texas' "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the Houston School District at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The citation recognizes the district's efforts to give teachers in an eight-state region an up-to-date understanding of the activities at the National Aeronautics and Space Administration's Manned Spacecraft Center.

Besides the Houston award, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Houston-NASA program has steadily broadened since its beginnings two years ago. Although initiated to give science teachers current, authoritative information about the space program for use in their classrooms, the program has now become interdisciplinary in nature.

The most important sustained effort of the program is publication of a pamphlet entitled "Educational Brief," which keeps teachers and students informed about technological and scientific advances made possible by spaceflight.

(More)

"Educational Brief" is characterized by clarity of reporting and depth of presentation. No subject is too technical for its writers and nothing they write is either oversimplified or too technical for the lay reader.

The Houston-NASA program indicates clearly that educators can work close to the source of highly technical developments and feed professionally prepared materials directly and quickly to the classrooms.

It is estimated that 50,000 to 100,000 students in public, private, and parochial schools are now benefiting from the Houston program.

The Houston-NASA project staff is composed of 16 persons including a director who has a Ph. D. in education, two high school teachers and a specialist in elementary education.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO VIRGINIA NEWS OUTLETS

Wakefield High School Named Virginia "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, FLA., June 26--Wakefield High School in the Arlington County Public School System was named Virginia's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes Wakefield's child development program in which high school students learn through working with four-year-olds to care for young children.

In addition to Wakefield High School, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Wakefield program began two years ago when the home economics department expanded the school's nursery laboratory, a one-half day program involving home economics classes and four-year-olds, into a full program to teach high school students how to care for young children.

Expansion of the program followed an extensive survey into Arlington County area occupational needs, which uncovered an "urgent need for trained personnel in the area of child care," according to Katherine Conafay, Arlington supervisor of home economics.

(More)

To meet the needs of the expanded program, the school system provided an additional teacher and enlarged the facilities adjacent to the nursery lab.

In its first year, the program attracted nine boys and 31 girls, among which were potential dropouts and top academic students. At the end of the semester, Project Head Start employed seven of the class members as teacher aides, reported Miss Conafay, and two other students were employed in private nursery schools.

This year 132 students enrolled in child development. The course, said Miss Conafay, really works. It meets so many varied needs of so many varied needs of so many different students. We feel that such a course develops in young people much that improves both manpower and mankind," she added.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO VERMONT NEWS OUTLETS

Bennington School Named Vermont "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Bennington High School has been designated as Vermont's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes a course for high school sophomores in Non-Western civilization, the first such required course in Vermont.

In addition to Bennington High School, schools or school systems in 41 other states, Puerto Rico and the District of Columbia, will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The course, which is culture oriented and not often encountered in high school curriculums, is an attempt to teach students through art, music, literature and architecture as well as more conventional studies, something about the history and civilization of the Asian world and how non-Westerners think.

It grew out of Bennington's unique five-week summer school session where students have the usual opportunity to continue their regular studies, but where teachers have a proving ground and "test pad" for innovations in curriculum which may be translated later into the regular school program.

(More)

Developing their materials and techniques in the summer school, Bennington's teachers sought information from many sources on the history, religion, art, and philosophies of China, India, Japan, and Southeast Asia. In an attempt to help broaden students' understanding, the teachers organized a trip to New York City's Asia Society, Chinatown, various Chinese and Japanese restaurants and museums.

In this way they laid the groundwork for the regular course which began this fall and involves about 150 students. Philosophy behind it is that in this shrinking world and America's increasingly complicated contact with the non-Western world, exceptional efforts must be made to increase American understanding of these millions of people.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO WASHINGTON NEWS OUTLETS

Stevenson Schools Named Washington "Pacemaker"
In National Search for Educational Excellence

MIAMI BEACH, Fla., June 26--Stevenson School District Number Three was named today as Washington's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes Stevenson's year-round teacher employment program under which one-third of the staff teaches during the summer months, one-third attend college, and the remaining one-third work on curriculum development.

In addition to Stevenson School District, schools or school systems in 41 other states, the District of Columbia and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard Batchelder of Newton, Mass.

In order to resolve problems of staffing, curriculum and quality education, the Stevenson School District extended the school year for its teaching staff to 220 days. Teachers are moved on rotation through the three areas of summer employment open to them: teaching in the summer enrichment program, attending college or university courses, or working on curriculum problems.

The summer school teaching program, which last year enrolled about 50 per cent of Stevenson's student body, offered in the voluntary, noncredit program about one dozen courses ranging from modern dance to ecology (plant and animal life study).

(More)

Teachers who chose advanced study must have their courses approved by school officials, and are required to make passing grades in at least nine quarter hours of credit. For those who work on curriculum problems, the school district requires at least a six hour day, with this phase of the program mandatory among teachers new to the district.

Cost of the program, according to the board of education, is about $1,200 annually for each teacher in the school system.

Superintendent Allen B. Hoffman feels that the program, although not entirely evaluated, has had many early benefits for Stevenson schools. "Availability of qualified teacher applications has increased ten-fold," he said. "For the first time in years the administration has had an opportunity for real selection in hiring personnel."

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO WEST VIRGINIA NEWS OUTLETS

Washington High Named West Virginia Pacemaker
In National Search For Educational Excellence

MIAMI BEACH, FLA., June 26--George Washington High School of Charleston was named today as West Virginia's "Pacemaker" in educational improvement in a nationwide school recognition program sponsored by the National Education Association and Parade, the Sunday newspaper magazine.

A citation will go to the school at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. The award recognizes the school's pioneering efforts in providing a flexible learning environment.

Besides the award to George Washington High School, schools or school systems in 41 other states, theDistrict of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

George Washington High School is utilizing an entirely new scheduling concept in its effort to develop self-directed learners.

The complex scheduling which must be done by computers, is designed to meet the needs of individual students and the requirements of team teaching.

Under the schedule, students spend approximately one third of their time in large group lectures (50 to 150 students), one third in small discussion groups (12 to 17 students), and one third in lab work (30 students) or in non-scheduled time for independent study, research, and experiments.

(More)

The school day is divided into 20-minute modules of time, which provide a flexible length of class time based on the purpose of instruction and the variety in class size.

George Washington High School was established as a pilot school after two years of planning by the College of Education at Ohio State University in cooperation with the Kanawha County School System and the West Virginia State Department of Education.

Gene E. Stanley, George Washington principal, spent two years in planning program and one year in selecting staff before the school, which was specifically designed to match the program, was opened.

Already visitors representing all sections of the country have shown interest in the school.

In responses to questionnaires distributed to teachers, parents, and students after the first year of operation, school officials could find no desire to return to the traditionally structured six , seven , or eight period day of the standard high school.

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FOR RELEASE: Sunday, June 26, 1966

SPECIAL TO WISCONSIN NEWS OUTLETS

Racine Schools Named Wisconsin "Pacemaker"
In National Search For Educational Excellence

MIAMI BEACH, Fla., June 26--The Racine Public School System was named today as Wisconsin's 1966 "Pacemaker" in educational improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

The citation will be given at an Awards luncheon here Thursday (June 30) during the 104th annual NEA convention. It recognizes a volunteer tutoring project carried out by 75 students of Washington Park High School in Racine's inner city, where there is a need to improve educational opportunities.

In addition to Racine, schools or school systems in 41 other states, the District of Columbia, and Puerto Rico will receive plaques for "leading the way to better education for America's youth" from Parade Editor Jess Gorkin and NEA President Richard D. Batchelder of Newton, Mass.

The Washington Park program started a year ago when a small group of Negro students went to their teachers, saying they wanted their own service club. With their teachers' encouragement and direction, the group started with 28 charter members and now has 75 students, about evenly divided between Negro and white.

Club members spend the hours from 3:30 to 5 p.m. every day and on Saturday mornings "teaching" crafts, games, and dramatics to the younger set at four Racine elementary schools. Some of the tutors put in as much as 12 hours a week.

(More)

All elementary students are invited to participate whether they are rich or poor, learning from their high school tutors skills ranging from clay modelling to needlework and drumming.

An observer of this person-to-person service program by Racine's high school students calls it unique because it contrasts so dramatically with the extensive planning, heavy paperwork, and red tape sometimes associated with federal and other educational improvement programs in big cities.

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HOLD FOR RELEASE: A. M. PAPERS
Tuesday, June 21, 1966

Student NEA Publishes Guide To Help
New Teachers in Desegregated Schools

WASHINGTON, D. C., June 21--Meeting Negro children "up close" for the first time may spell panic for the brand-new teacher in the desegregated school.

Why? A new book published today by the Student National Education Association declares it is because most beginning teachers know too little and fear too much about lives lived outside their own middle-class milieu.

The book, "The Teacher and Integration," is an attempt to replace fear with facts, stereotypes with solid knowledge of minority group children and how to reach and teach them.

Part informational, part how-to-do-it, the text, written by Gertrude Noar, long-time educator and student of human relations, "The Teacher and Integration" covers such practical classroom matters as how the teacher should greet the dark-skinned newcomer to class, where to seat Negro pupils in relation to white pupils, how to communicate warm acceptance of each child, regardless of race, which phrases to avoid in teaching ("blacklist," "colored" paper), how to simplify language for children whose experience with symbolic words may be nil, how to use special kinds of learning materials (bulletin boards that show Negro families as well as white, pictures of heroes from minority groups), seeing that each child experiences some success each day.

Also included are chapters on what not to do.

(More)

First, says Miss Noar, the teacher must rid himself of the expectation that Negro (or other minority group) children are going to be naughty, defiant, disobedient and impudent.

Usually, she says, "in the first months in mixed classrooms, they are quiet, try hard to follow directions, and are as polite and courteous as the best children in the room. Of course, they watch their white classmates, and in rooms where white children run around, talk back, drop books, and do other disturbing things without being corrected by the teacher, they are likely to follow suit. Then, presently, the teacher may say that she has a 'Negro discipline problem,' or that the 'new element is troublesome.' Some teachers who seem not to hear noise created by white children quickly blame the Negroes or other minority group pupils for all that goes wrong in the classroom."

On the other hand, she declares, the teacher should not lean over backwards and not "see" when Negro children misbehave.

"Negro parents and children are not satisfied with leniency or with being overlooked. They want equality of interest, of treatment, and of opportunity to learn in the mixed school. Until there is no difference in the quality and quantity of what the teacher does for white and Negro pupils (as well as for other minority group children), the teacher will not have achieved integration in the classroom."

"The Teacher and Integration" also includes comments from Harvard's Dr. Thomas Pettigrew and from a UNESCO conference on race and intelligence refuting the myth that Negroes as a race are mentally inferior. Also included are chapters by Sociologist Daniel Pollard of Dillard University, New Orleans and Psychologist Robert Coles of Harvard.

The 100-page book, prepared in the belief that college graduates who become teachers this fall and in the years immediately ahead will make a substantial contribution to effective integration in the nation's schools will be given its initial

(More)

workout at the Student NEA Conference in Miami Beach this week (June 20-27) when some 100 college education leaders use it as a text for several sessions.

"The Teacher and Integration" was published under the aegis of the National Education Association's Commission on Teacher Education and Professional Standards, as the first of a new series of Student NEA publications designed to provide college students and beginning teachers with useful information about important educational issues.

# # #

6/21/66

A copy of "The Teacher and Integration" for press use only is available from the NEA Division of Press, Radio, and Television Relations, 1201 - 16th Street, N. W., Washington, D C. 20036. Copies for other uses may be ordered at the following prices: Single copy, paperbound, $1.50 (Stock No. 381-11760); clothbound, $2.50 (Stock No. 381-11762) from Publications-Sales Section, NEA, 1201 - 16th Street, N. W., Washington, D. C. 20036.

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FOR IMMEDIATE RELEASE

Two New NEA Publications Emphasize
Changing Complexion of Teaching

WASHINGTON, D.C., June 20--Educators are acutely aware of the changing complexion of the teaching profession, and recent research is uncovering new methodologies, techniques and points of emphasis.

Some of the recent findings are included in two recent National Education Association publications, The Way Teaching Is, and Inquiry: Implications for Televised Instruction.

The old method of force-feeding the student with facts to be memorized and be parroted back has been replaced by newer techniques and a realization that first the student must be motivated to learn, and be encouraged to seek answers for himself. This approach requires more experience and imagination on the part of teachers than ever before.

The publication, The Way Teaching Is, includes a collection of papers given at a recent seminar of the Association for Supervision and Curriculum Development and the NEA Center for the Study of Instruction. Three distinguished educators survey what has been done in education research recently, and generally conclude that reports have been inadequate. One of the reasons given for the abysmal lack of information on teaching is, in the opinion of Chicago University's Philip W. Jackson, a general lack of interest.

"But things are bound to change," Jackson reports. "Indeed, someday teachers may even become as popular, as objects of study, as birds. Surely anyone who has

(More)

tried to watch both kinds of creatures knows that the antics of the red-tufted woodpecker and his offspring are often dull in comparison with those of the low-heeled pencil-tapper and her brood of second graders."

Research has been limited, Jackson says, by its concern with what actually happens in a classroom instead of what ought to be happening. Researchers in the past have put too much stress on identifying the "good" teacher and "good" methods instead of concentrating on the variety of ways the teacher reaches the child, and motivates him to learn.

Stanford University's N. L. Gage discusses the cognitive aspects of teaching, and states that "research does not deal with how much knowledge or understanding those pupils will achieve." He goes into some detail about the recent uses of computer-based instruction, stressing that teachers in the future will be able to give more individual attention to the student and more time to encourage the desire to learn.

"If the promise of computer-based instruction is not merely illusory, then for some kinds of cognitive objectives the teacher can be enormously supplemented by programed instruction," Gage states.

How the use of television in the classroom can lead to individual "discovery," is surveyed in Inquiry: Implications for Televised Instruction, a collection of papers delivered at a recent symposium of the NEA Division of Audiovisual Instructional Service and Center for the Study of Instruction co-sponsored in cooperation with Stephens College.

Here again the writers explore the application of a powerful educational tool in terms of today's trends, emphasizing student participation, motivation to learn, and individual needs. Television can be most important in feeding basic information quickly to the student and, at the same time, allowing the teacher to spend more time with individual students.

(More)

"The dialogue taped for television becomes participative in the classroom when it evokes a kind of sub-vocal replacement of the students on the screen by the students who are watching," according to Joseph J. Schwab, professor of biology and education at the University of Chicago.

"For the active pattern of inquiry, many provocative situations may be transferred to the student by television; these situations might otherwise be too inaccessible, or too expensive to import into the classroom," Schwab estimated.

Jerome S. Bruner, professor of psychology at Harvard University suggests that one of the prime functions of learning and teaching "is that you wish not so much to get something into the learner, but to get something out of him." In some respects, television is not a completely self-sufficient medium for getting information out of students, but its great potential as a teaching device is in expanding the imagination and demonstrating people in the act of learning, such as a physicist involved in an experiment.

"ETV needs invention as the school needs invention," Bruner concludes. Felicitously discovered, television can then serve as the quality control for the entire educational system, building and maintaining taste to a level never before imagined."

# # #

6/20/66

6/16/66

AFFILIATES: (cont.) Affiliated with the NEA are state associations in every state, as well as the District of Columbia and Puerto Rico, and 8,511 local teacher associations.

CONVENTIONS: The NEA holds one annual national convention each year. Convention locales scheduled for the future include: 1967-Minneapolis, Minn.; 1968-Dallas, Tex.; and 1969-Philadelphia, Pa.

FACT SHEET: The NEA Convention
Miami Beach, Florida
June 26-July 1, 1966

THEME	Free To Teach
PRESIDENT	Richard D. Batchelder, Newton, Mass.
HEADQUARTERS HOTEL	Hotel Fontainebleau. NEA officers will be housed at the Fontainebleau where their preconvention meetings will be held. Board of Trustees, Wednesday, June 22 Executive Committee, Thursday & Friday, June 23 & 24 Board of Directors, Saturday, Sunday, Monday - June 25, 26, 27
NEA REGISTRATION	Opens at 9 a.m., Sunday, June 26. Exhibition Hall of Convention Center. Continues throughout the week.
NEA GENERAL AND BUSINESS SESSIONS	Convention Center - Exhibition Hall, Miami Beach 1st Session - 8:30 p.m., Sunday, June 26 2nd - 2:00 p.m., Tuesday, June 28 3rd - 8:00 p.m., Tuesday, June 28 4th - 10:00 a.m., Wednesday, June 29 5th - 10:00 a.m., Thursday, June 30 6th - 8:00 p.m., Thursday, June 30 7th - 10:00 a.m., Friday, July 1 8th - 2:00 p.m., Friday, July 1 9th - 8:00 p.m., Friday, July 1
NEA OPEN HEARINGS	Resolutions - 1:30 p.m., Sunday, June 26 Bylaws & Rules - 1:30 p.m., Sunday, June 26 Budget - 4:30 p.m., Sunday, June 26 Commissions and Committees - 2:30 p.m., Wednesday, June 29
STATE DELEGATIONS	Four state delegation meetings are provided for: 5:30 p.m. or later, Sunday, June 26 7:30 or 8:00 a.m., Wednesday, June 29 7:30 or 8:00 a.m., Thursday, June 30 7:30 or 8:00 a.m., Friday, July 1
NOMINATIONS	To be made at 2nd session, 2 p.m., Tuesday, June 28. All candidates and those making the nominating and seconding speeches will be seated on the platform. Successful candidates will be seated on the platform at the Friday evening session, July 1.
ELECTION OF OFFICERS	8:00 a.m. - 3:00 p.m., Friday, July 1 - Exhibition Hall
FRIENDSHIP NIGHT	8:30 p.m., Monday, June 27 - Reception for Candidates

(end)

FACT SHEET: The National Education Association

June 22, 1966

PURPOSE: The National Education Association, in existence for 109 years, is the largest professional organization in the world, and the only all-inclusive national professional organization of teachers in the U. S. Its purposes are "to elevate the character and to advance the interests of the profession of teaching and to promote the cause of education in the United States."

It is a voluntary, independent, nongovernmental organization whose policies are determined by its members. It works--frequently in cooperation with other groups--for better schools, and for the improvement of the professional, economic, social, and civic status of teachers.

MEMBERSHIP: As of May 31, 1966, NEA had a total of 986,113 members (all-time high), a gain of 42,532 over last year. More than three-fourths of these are classroom teachers. Not included in the overall figure are 124,255 Student NEA members in 988 colleges and university Student NEA chapters.

LEADERS: President of NEA is Richard D. Batchelder, Housemaster, Barry House, Newton High School, Newton, Mass., who will preside over the Miami Beach Convention, June 26-July 1. President-Elect is Mrs. Irvamae Applegate, dean of the school of education, St. Cloud (Minn.) State College who takes office Friday, July 1, closing night of the convention. Executive Secretary of NEA is Dr. William G. Carr of Washington, D.C., in office since 1952.

POLICY-MAKING: The Representative Assembly which will meet in Miami Beach, Fla., June 26-July 1 is the policy-making body of the NEA. More than 7,000 delegates elected by affiliated state and local associations will comprise the Miami Beach Representative Assembly.

Between meetings of the Representative Assembly, the work of the Association is carried on under the direction of the Board of Directors and the Executive Committee. The Board is composed of 81 directors selected by the state and territorial associations. The Executive Committee has 11 members including the five chief officers of NEA. The 6-man Board of Trustees, elected by the Board of Directors, manages the Association's property and permanent funds and selects the Executive Secretary.

AFFILIATES: NEA has 17 Headquarters Divisions, and 25 Commissions and Committees, each qualified to do a special task for the profession. In addition, NEA sponsors "special projects" which deal with national problems which seriously affect learning in all disciplines. Special projects currently under way include Automation and English Composition.

Through its various units, NEA also undertakes from time to time, special studies or tasks to meet current educational emergencies. An example of this would be the 1965 study undertaken with Office of Education funds of teachers who lose teaching posts when schools desegregate, and the follow-up regional conferences on Faculty Desegregation this year.

There are 33 Departments of the National Education Association, representing special fields (science, music, art, mathematics, etc.) or various educational job levels (school superintendents, principals, supervisors). Largest department is the Department of Classroom Teachers. President of DCT is Elizabeth D. Koontz of Salisbury, N.C. President-Elect is Charles F. Deubel of Freeport, N.Y.

(over)

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

June 15, 1966

MEMORANDUM TO:

We're delighted to hear that you will be covering the convention of the National Education Association in Miami Beach. A copy of the printed program is enclosed for your use. Also enclosed is copy of a mailing we are sending to delegates with information about some convention sidelights.

As indicated in our earlier memo, the Press Office for the convention will be located in the Cypress Room, Miami Beach Convention Center. Although it will not be officially open until Saturday, June 25, several of our staff -- Howard Carroll,Phil King, Mickey Broom, Robin Dorr, Elma Williams, Mabel Barker, and I -- will be in town from June 22 on. We may be reached on either the unlisted Press Office telephone Code 305, 538-2762, or at the Fontainebleau Hotel.

If you arrive in Miami Beach early, thanks to the EWA trip or for other reasons, you may be interested in checking on the several smaller meetings preceding the opening of NEA. The following groups are all holding meetings, some of which may produce news:

Student NEA Conference -- Deauville Hotel, June 20-27
National Commission on Teacher Education and Professional Standards -- Deauville Hotel, June 21-24
Professional Rights and Responsibilities Commission Workshop -- Seville Hotel, June 21-24
National Association of Secretaries of State Teachers Associations -- Diplomat Hotel, Hollywood, Fla., June 22-24
Urban Services Meeting -- Algiers Hotel, June 22-24
American Teachers Association Convention -- Carillon Hotel, June 24-25

We expect to keep in close touch with what is happening at these meetings and can fill you in.

See you soon!

Cordially,

Bea

Beatrice M. Gudridge
Associate Director
Division of Press, Radio,
and Television Relations

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

June 14, 1966

Memorandum to: Editors and Writers

More than 100 future teachers, plus their consultants and advisers, will be involved in the annual meeting of the Student National Education Association at the Deauville Hotel in Miami Beach, June 20-27.

An advance release, plus their program of events is enclosed.

If you would like to cover this meeting, receive manuscripts of speeches, or have questions to be answered, please contact Miss Barbara Gladysiewicz of the Student NEA staff at the Deauville Hotel, Regency Room, Suite II, Lower Lobby.

You may also contact me after June 22 at either the Fontainebleau Hotel where I am staying or on our unlisted NEA Press Office telephone in the Cypress Room of Convention Hall. The number there is JE 1-0436.

Sincerely yours,

Beatrice M Gudridge

Beatrice M. Gudridge
Associate Director
Division of Press, Radio, and
Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
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For Further Information:
Tom Hawkins

FOR IMMEDIATE RELEASE

Minnesota Teacher Is a Participant
In Conservation Education Conference

WASHINGTON, D.C.--Miss Janice Jacobson, President of the Orono (Minnesota) Education Association, is representing the National Education Association's Department of Classroom Teachers at a Conservation Education Conference sponsored by the U.S. Department of the Interior, June 20-22, at Harpers Ferry, West Virginia.

Miss Jacobson was selected because she has initiated conservation education projects in her own school system, and will add a dimension of importance to ultimate success of this endeavor, Margaret Stevenson, executive secretary of Classroom Teachers, told the Department of Interior.

Classroom teachers are the ones who will really make the difference in conservation education, Miss Stevenson added.

Purposes of the Conservation Education Conference are to identify needed goals, to find ways of getting an effective conservation education program into public and private schools, and to lay the groundwork for a grade-by-grade series of teaching units for elementary grades.

A larger conservation education conference is being planned for the fall of 1966.

The Orono Education Association came into national prominence through a campout held for 115 fifth-grade pupils in 1964. One day's classes were conducted outdoors, and activities planned for the day provided for practical application of language arts, arithmetic, science, physical education, and other subjects.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

The Orono project received national recognition in the 1965 Local Project Recognition Program sponsored by the NEA Department of Classroom Teachers and the state departments of classroom teachers. Miss Jacobson was chairman of the planning committee for this experiment.

Participants in the present conference include representatives of organizations concerned with the outdoors and outdoor education--including the Garden Club of America, the Izaak Walton League, the National Council for Geographic Education, and NEA's Association for Supervision and Curriculum Development and the American Association of School Administrators.

Miss Jacobson, one of the few educators invited, will bring to the conference the classroom teacher's first-hand knowledge of the school program and the campout project, Miss Stevenson declared.

6/14/66

HAMMERMILL BOND MADE IN U.S.A.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

June 14, 1966

MEMORANDUM TO:

FROM: M. Ruth Broom, NEA Division of Press, Radio, and Television

This is to ask your cooperation on a project we are planning in connection with the Department of Classroom Teachers' national conference in Tampa, Fla., in July.

We are hoping to get maximum publicity for this meeting and plan to send stories to the hometown newspapers of a selected group of leaders. We would like to send one back to the newspapers in your city, featuring you as a recognized leader of your association.

The story we are working on now is built around an announcement by new DCT President Charles F. Deubel of the formation of a new Joint Commission of DCT and the American Association of School Administrators. This Commission has been designed to cement "teacher-administrator" cooperation. It is our understanding that this announcement will be released during the DCT meeting in Miami, and we think it has significant news value to warrant using it as a basis for our stories from the national DCT conference. We assume you will agree.

As you know, teachers and administrators often find themselves at opposite ends of the "educational log when it comes to discussing school problems," and the new Commission will provide the machinery for them to sit down together and discuss common problems and seek solutions to them.

In the story we are tailoring for your area, we would like to use your name pledging support of the new Commission and urging state DCT associations and administrator groups to join in this new venture. We will appreciate your cooperation in this most important matter.

Since our time is short, will you please fill out the enclosed form and send it no later than Friday, June 24, to me in care of the Fontainebleau Hotel in Miami Beach. We want to start processing the stories for release on the first day of the DCT conference in Tampa. An addressed envelope is enclosed.

One other thing: We want to send a picture of you with Mr. Deubel along with the news release and have arranged to have pictures taken on Monday afternoon, July 4, immediately following the afternoon session. An announcement as to where the pictures will be taken will be made during the day at one of the earlier sessions.

I will have a Press Office near the DCT headquarters on the campus of the University of South Florida. Please feel free to come in if you have any questions.

Thanks very much for your help.

Miss M. Ruth Broom
NEA Staff
c/o Fontainebleau Hotel
Miami Beach, Florida

☐ Yes, I would like to cooperate with the hometown story proposal and will report for the picture taking on Monday, July 4, in Tampa, Fla.

I would like the news release sent to the following newspaper(s):

_____

_____

_____

NAME _____

ADDRESS _____
(City and State)

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

June 14, 1966

Dear Delegate:

Reporters from the wire services and major daily newspapers of the country as well as representatives from the national magazines and broadcasting industry will be on hand to cover the 104th annual convention of the National Education Association in Miami Beach, Florida, June 26-July 1.

They will be reporting deliberations of the NEA Delegate Assembly involving such issues as the civil and human rights of teachers, curriculum innovations, conflicts between teachers and school boards, professional negotiations and sanctions, as well as presentations in smaller discussion groups.

As a delegate you are in a strategic position to alert your local newspaper editor and radio and TV newsdesks to newsworthy events of the convention which may have significance in your own community. May we suggest that you--or a member of your delegation--make a point of briefing your local news outlets to convention week highlights, reminding them that the entire meeting will be reported by Associated Press, United Press International and other syndicates and that local daily papers can request special coverage from their wire service for events of prime local importance.

Included in the "special events" in which you personally may want to participate are the following:

- The Joint Committee of the NEA and the Magazine Publishers Association will again sponsor another of its popular "Magazine Showcase" series. Here top editors, Washington correspondents, and major authors whose work has appeared recently in three national magazines--Look, Newsweek, and the Saturday Evening Post--will step out of the pages to discuss recent articles of unusual significance to teachers. The speakers are described on pages 2 and 3. A copy of the brand-new publication: "Tomorrow in Education: National Magazines Report on America's Schools" will be made available to every person who attends this open meeting of the Joint Committee.

- Two special screenings for NEA delegates of the exciting new Technicolor film based on the Newbery Award-winning novel, "And Now Miguel" will be held Monday night at the Normandy Theater in Miami Beach. (Details on page 4).

Information about these events is contained in the following pages. We hope you will plan to include them in your own round of convention activity.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

NEA-MPA: "MAGAZINE SHOWCASE"

The author of one of the year's most important and controversial books, a distinguished Washington correspondent who has covered the last three U. S. Presidents, and the prize-winning "Mr. Education" of Look Magazine will be speakers at the "Magazine Showcase" session of the Joint Committee of the National Education Association and the Magazine Publishers Association to be held at 2:30 P. M., Wednesday, June 29 in the West Ballroom of the Fontainebleau Hotel.

They are A. E. Hotchner, whose personal memoir of "Papa Hemingway" published by Random House was excerpted in the Saturday Evening Post; Washington Correspondent Charles W. Roberts of Newsweek who has been assigned to the White House since 1954; and George B. Leonard, Jr., West Coast Editorial Manager of Look Magazine, whose latest article in a distinguished series on education is entitled "Testing Vs. Your Child."

A. E. Hotchner

A. E. Hotchner, magazine author, TV playwright, and novelist, was Ernest Hemingway's close friend and companion for the last 14 years of the great author's life. When he first met Hemingway, Hotchner was on a magazine assignment for Cosmopolitan and he began to take notes on the events of each day--a practice he continued for the duration of their friendship. These notes of their conversations provide the authority and material for "Papa Hemingway," the vivid and much-discussed memoir of one of the greatest writers of our time. Mr. Hotchner will discuss his book which has become a unique event in literary history.

Charles W. Roberts

Charles W. ("Chuck") Roberts who will make an up-to-the-minute "Report from Washington" has travelled 300,000 miles to 23 foreign countries with our last three chief executives. He was one of three newsmen who witnessed the swearing-in of Lyndon B. Johnson on the Presidential airplane at Dallas' Love Field after the assassination of President Kennedy and was one of two reporters who accompanied the new President, his wife and Mrs. Jacqueline Kennedy to Washington aboard the plane bearing the body of the slain President. After six years of covering President Eisenhower, Roberts was assigned to the then-Senator Kennedy during the 1960 campaign and reported on him until Nov. 22, 1963. Since that time he has covered President Johnson on the same continuous basis--and is author of a book "LBJ's Inner Circle," published last year.

Carroll F. Johnson

Moderator of the "Magazine Showcase" will be Carroll F. Johnson superintendent of schools, White Plains, New York, who is co-chairman of the Joint Committee. Mr. Johnson will preside and introduce the speakers.

Every person attending the "Magazine Showcase" session will receive a complimentary copy of a new booklet published by the National Education Association entitled "Tomorrow in Education." (Details on next page).

NEA-MPA: "MAGAZINE SHOWCASE"

George B. Leonard's latest major article on education "Testing Vs. Your Child" which appeared in Look's March 22 issue, is the latest in a long series of distinguished reporting on education which has won for this magazine eleven National School Bell Awards.

First and possibly most famous of Leonard's articles in this field was the widely-quoted "What Is A Teacher" in February 1956.

In his latest, "Testing Vs. Your Child," Leonard reports critically on the multiplication of all types of school testing which are, in his opinion, shaping teaching and whole school systems to "teach for the test."

Leonard has been with Look since 1953 as a Senior Editor based in New York City. In 1956 he became San Francisco Editor and in 1962 was appointed to his present position as West Coast Editor with headquarters in San Francisco.

In addition to his editorial duties, he is in popular demand as a speaker on a subject of vital interest to him--good education.

George B. Leonard

A NEW BOOKLET FOR YOU: "TOMORROW IN EDUCATION"

Each person attending the "Magazine Showcase" program of the Joint Committee of the NEA-Magazine Publishers Association will receive a complimentary copy of a just-published booklet "Tomorrow in Education: National Magazines Report on America's Schools."

A salute to the contributions made by national magazines to public understanding of educational problems, the booklet was written by Samuel Grafton, noted for his national reporting on broad sociological and educational themes for such magazines as McCall's and Look.

He summarizes some 44 articles published during the last two years in 25 different national magazines which illustrate the new and central importance of education to the life of every American. His review of the ideas expressed in these articles--on the high school, new teaching modes, the college, preparing children for a world of change, and financing higher education costs--show that not only have the key facts about education at this critical juncture of history been given to the public, but the hopes of the public, through these articles have been transmitted to the education profession.

Samuel Grafton

In the Foreword to "Tomorrow in Education," Carroll F. Johnson, co-chairman of the Joint Committee, describes the magazine world as an important American forum for serious discussion, deserving of this salute from educators.

Plan to attend the NEA-MPA meeting. To ensure yourself a copy of this exciting new booklet, please fill in the enclosed postcard and mail it back promptly. This will reserve your booklet which you may pick up at the meeting.

SPECIAL SCREENING: "AND NOW MIGUEL"

Two screenings of the new motion picture, "And Now Miguel," which a special NEA panel has selected as "a production of unusual merit" will be held for delegates to the NEA Convention on Monday night, June 27.

Tickets for the screenings which will be held at 7:30 P. M. and 9:30 P. M. at Miami Beach's Normandy Theater, 7401 Collins Avenue, will be available at the NEA Hospitality Desk in Convention Hall. Information about transportation to and from the Theater will also be available at that desk.

"And Now Miguel" is a Technicolor feature filming of the Newbery Award-winning novel by Joseph Krumgold. It tells the yearnings of a small boy in northern New Mexico who hopes to prove himself a man, and therby to accompany his father, uncles, and older brother to the mountains with the family flock of sheep.

In this picture, 12-year-old Pat Cardi who plays Miguel, carries his pet lamb which persists in accompanying him as he rounds up lost sheep.

A Robert B. Radnitz production for Universal, "And Now Miguel" was previewed by a special panel including representatives of the following NEA units and departments: Educational Services, Information Services, Department of Classroom Teachers, and the Elementary-Kindergarten-Nursery Education Department.

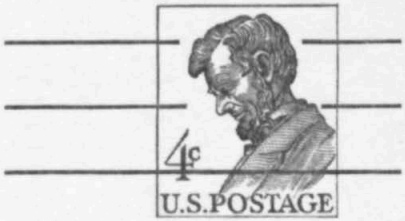
1966 "PACEMAKERS" ANNOUNCED

The 1966 "Pacemaker Awards" recognizing schools or school systems throughout the nation that are making significant contributions to public education will be announced by the National Education Association and Parade, the Sunday newspaper magazine, on the opening day of the NEA's Miami Beach Convention.

Announcement of the Awards to schools or school systems in 42 states, the District of Columbia, and Puerto Rico, will be made in the June 26 issue of Parade, which is carried in 75 newspapers with a curculation of more than 12 million.

Delegates to the Convention can read this story in the Parade supplement to the Miami Herald on Sunday, June 26.

A total of 274 nominations were received from State Education Associations, State Departments of Education, NEA Departments and Commissions, education writers on newspapers and broadcasting stations in the 1966 project. Final selections were made by NEA President Richard D. Batchelder and Parade Editor Jess Gorkin.



THIS SIDE OF CARD IS FOR ADDRESS

Mr. Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

/__/ YES, I plan to attend the open meeting of the Joint Committee of the NEA and Magazine Publishers Association in Miami Beach, Wednesday, June 29 at 2:30 P.M. in the West Ballroom of the Fontainebleau Hotel to hear editors and writers whose work has appeared recently in three leading national magazines speak at the "Magazine Showcase" program.

Please reserve for me to pick up at the meeting a complimentary copy of the new booklet "Tomorrow in Education: National Magazines Report on America's Schools."

PRINT NAME_____

MAILING ADDRESS_____

NEWS from the National Education Association
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(213) 478-1277

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Future Teachers Tackle Social Issues
At Miami Beach Meeting June 20-27

WASHINGTON, D. C., June 13--The teachers of the future meet the issues of the present at the conference of the Student National Education Association (Student NEA) in Miami Beach June 20-27.

One of several smaller conferences preceding the National Education Association's annual convention in Miami Beach (June 26-July 1), the Student NEA meeting at the Deauville Hotel will involve some 100 college student leaders representing 988 chapters in all parts of the country, plus consultants and advisers.

Themed to "The Challenge of Change," this 10th annual conference is organized around issues important to the prospective teacher--how to make classroom integration work effectively; helping young people in the classroom who are economically or culturally deprived; participating in political activity; improving social and economic conditions in the community.

Miami Beach Mayor Elliott Roosevelt will greet the students Tuesday morning, June 21, preceding a general session which will unveil a major new student NEA publication called "The Teacher and Integration." Author Gertrude Noar, a consultant to NEA on human rights, will discuss the book which has been designed to assist beginning teachers as they assume teaching responsibilities in schools going through the desegregation process.

In the general session Thursday afternoon, President Edward D. Eddy, Jr., of Chatham College, Pittsburgh, Pa., will discuss college student involvement in social change both on and off the campus. His speech is entitled "Teachers Without a Conscience."

(More)

Future Teachers Tackle Social Issues
At Miami Beach Meeting June 20-27

U. S. Congressman Charles L. Weltner (D.-Ga.) will address the students at an afternoon session Friday, June 24, with special reference to federal education legislation.

Other sessions, panels, and seminars will concern specific questions for helping the beginning teacher. For example: Should new teachers be treated differently from experienced teachers? Are new kinds of people in public schools needed to help the beginning teacher? Are there new and appropriate roles for the education profession in licensing teachers?

Concluding session to be held by Student NEA will be the annual "Notables Dinner" honoring T. M. Stinnett, retiring this year from his post as NEA assistant executive secretary for professional development and welfare. Some 700 persons will be attending this dinner, including NEA President Richard D. Batchelder of Newton, Mass., and NEA President-Elect Irvamae Applegate of St. Cloud, Minn.

Eight officers for the coming year will be elected during the conference to fill the posts of president, vice-president, secretary and five associate vice-presidents.

# # #

6/13/66

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1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
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For Further Information:
M. Ruth Broom

FOR IMMEDIATE RELEASE

1400 High School and College Students Due
In New Orleans for National Convention

WASHINGTON, D. C., June 10--Two national youth groups composed of high school and college students from all over the United States will hold a joint convention in New Orleans, La., June 12-14, at the Jung Hotel.

The students are seeking careers in business education and business teaching and are members of the Future Business Leaders of America (FBLA) and its college division, Phi Beta Lambda. Total membership in the two organizations is more than 90,000. Approximately 1400 delegates are expected to attend the meeting.

Both organizations are sponsored by the National Business Education Association, a Department of the National Education Association.

A Louisiana youth is president of the FBLA this year and will preside at sessions devoted to activities of the high school group. He is Craig Henry from Bernice, La. President of Phi Beta Lambda is Roger Nunley, a student at the University of Mississippi. He will direct the college division activities. Nunley's hometown is in Fayette, Miss.

New Orleans' Mayor Victor H. Schiro is scheduled to welcome the students at the opening general session on Monday, June 13, at 10:15 a.m. in the Grand Ballroom of the Jung Hotel. Keynote speaker will be Jeron J. La Fargue, an attorney from Sulphur, La.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

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La Fargue was the first president of the Future Business Leaders of America in 1952-53, while he was still in high school. He presided at the group's annual convention in Washington, D.C., in the Spring of 1952.

Col. L. Robert Castorr, a retired Army officer who is now assistant to the president of the National Federation of Independent Business, in Washington, D. C., will address the convention on Monday evening, June 13. Topic of his talk: "Today's Angry Young Men Are Not Nearly Angry Enough."

This joint convention is unique in that the students themselves run the whole show--they hold their own business meetings, preside at major sessions, and elect their own officers. The elections are carried on in the same manner as the national presidential elections--with competing state groups staging "demonstrations" for favored candidates, with waving banners and marches.

The students also compete against each other in all sorts of events--spelling and vocabulary relays, public speaking contests and parliamentary procedure tests. Prizes and special awards are given out at the closing convention banquet. (Note to Editor: A banquet program is also enclosed for your information.)

The two groups put up candidates for Mr. and Miss Future Business Leader and Mr. and Miss Future Business Executive, a convention "special," with winners eligible for worthwhile prizes. The college division also has a competition for a Mr. and Miss Future Business Teacher.

Some of the leading business executives and community leaders in New Orleans will serve as judges for the various competitions.

The major objective of the two organizations is to stimulate interest among students who will be entering the world of business and to help them become more competent workers.

The National Business Education Association has its headquarters in Washington, D. C., Executive director is Hollis Guy.

6/10/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

June 8, 1966

Memorandum to: Chief State School Officers

Dear Colleague:

As you know, the National Education Association and Parade, the Sunday newspaper magazine, for the second consecutive year are sponsoring the "Pacemaker Awards" in recognition of schools or school systems throughout the nation that are making significant contributions to public education.

Announcement of the Awards to schools or school systems in 42 states, the District of Columbia, and Puerto Rico, will be made in the June 26 issue of Parade, which is carried in 75 newspapers with a circulation of more than 12 million. In addition, special stories on each Pacemaker will be sent to all daily newspapers in the 42 states, the District of Columbia and Puerto Rico.

A confidential list of the 44 Pacemaker winners is included in this mailing on the attached sheet. A press release giving the details of the Pacemaker winner in your state will follow soon.

A Pacemaker Awards Luncheon will be held at 12:15 P.M., Thursday, June 30, in the French Room of the Fontainebleau Hotel, Miami Beach, Florida, during the 104th annual NEA Convention. At that time, Pacemaker plaques will be presented by NEA President Richard D. Batchelder and Parade Editor Jess Gorkin.

Official participation in the luncheon will be limited to one representative from each Pacemaker school or school system. We realize, however, that other individuals will have a special interest in being present for the Awards, so we are pleased to extend an invitation to you to attend. We are glad to make tickets available to you at cost, which is $5.00 per person.

If you wish to bring one or two of your colleagues please feel free to do so and add their names to your reservation list. We will, however, need to know the reservations in advance of June 21. A reply form is enclosed. Your reservations will be held at the door. Payment may be made then or mailed with your reservation. Checks should be made payable to the National Education Association.

Cordially yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

CONFIDENTIAL--Not for Release
Before June 26, 1966

1966 PACEMAKERS

ALABAMA:	Anniston City Schools
ALASKA:	Anchorage Borough School District
ARIZONA:	Sahuarita Elementary School
ARKANSAS:	Holy Cross Episcopal Day School, West Memphis
CALIFORNIA:	Temple City Unified School District
COLORADO:	Arvada West High School, Jefferson County (Arvada)
CONNECTICUT:	Center for Vocational Arts, Norwalk
DELAWARE:	Christiana High School, Newark
DISTRICT OF COLUMBIA:	D. C. School System
FLORIDA:	Dade County Public Schools, Miami
GEORGIA:	H. R. Butler Elementary School, Atlanta
HAWAII:	Kalanianaole Elementary and Intermediate School, Papaikou
ILLINOIS:	Aurora Public Schools (West Side) District 129
INDIANA:	Cumberland Elementary School, West Lafayette Community School Corp.
IOWA:	Cedar Rapids Community School District
KANSAS:	Salina Senior High School
KENTUCKY:	Paul G. Blazer High School, Ashland
MAINE:	Rockland District High School
MARYLAND:	Bushey Drive Elementary School, Silver Spring
MASSACHUSETTS:	Needham School System
MICHIGAN:	Albion Public Schools
MINNESOTA:	Olivia Public School
MISSISSIPPI:	Mississippi Gulf Coast Junior College District, Perkinston
MISSOURI:	Valley Winds Elementary School, Riverview Gardens, St. Louis County
NEBRASKA:	Lincoln Public Schools
NEW JERSEY:	Teaneck School System
NEW MEXICO:	Cuba Public Schools
NEW YORK:	Vestal Central Schools
NORTH CAROLINA:	North Carolina School of the Arts, Winston-Salem
NORTH DAKOTA:	Fargo School District #1
OHIO:	North Avondale Elementary School, Cincinnati
OKLAHOMA:	Oklahoma City Public Schools
OREGON:	Bend Senior High School
PENNSYLVANIA:	The School District of the City of Altoona
PUERTO RICO:	Hato Rey Department of Education
SOUTH CAROLINA:	Beaufort High School
SOUTH DAKOTA:	Independent School District #1, Sioux Falls Public Schools
TENNESSEE:	Murfreesboro City Schools
TEXAS:	Houston Independent School District
VERMONT:	Bennington High School
VIRGINIA:	Wakefield High School, Arlington
WASHINGTON:	Stevenson School District #3
WEST VIRGINIA:	George Washington High School, Charleston
WISCONSIN:	Racine Public Schools

REPLY FORM

RETURN TO: Roy K. Wilson, Director
Division of Press, Radio, and Television Relations
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

☐ YES, I wish to attend the "Pacemaker Awards" luncheon to be held at 12:15 P.M. Thursday, June 30, in the French Room, Fontainebleau Hotel, Miami Beach, Florida.

It is my understanding that the price of the luncheon ticket is $5.00 per person. Payment may be made at the door for all firm reservations mailed in advance. Tuesday, June 21 is the final date on which reservations can be accepted.

☐ NO, I am sorry that I cannot attend.

NAME_____

TITLE_____

MAILING ADDRESS_____

CITY_____ STATE_____

Also, please make all reservation(s) for the following officers of our state education association at $5.00 each:

NAME_____

TITLE_____

NAME_____

TITLE_____

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Tom Hawkins

Memorial for Zalmon Richards of Massachusetts
National Education Association's First President

WASHINGTON, D. C.--Massachusetts born, Zalmon Richards as first president of the National Education Association was among the earliest to fight the battle for the rights of teachers.

As president in 1858 he spearheaded planning for the then small organization, and continued to help guide NEA as member and secretary of the Board of Trustees and in many other capacities.

This summer (Thursday, June 9), NEA dedicated a memorial to Richards at Oak Hill Cemetery in Georgetown, a part of the nation's capital. Born in Cummington, Mass., Aug. 11, 1811, he died here in 1899.

Comments on the work he carried out were presented by NEA's 103rd president, Richard D. Batchelder, also from Massachusetts.

Batchelder stressed the point that Richards was quite prophetic in pinpointing some of the issues that the teaching profession still faces.

Richards emphasized that teachers are best qualified to determine what qualifications are necessary for teaching and that they should hold the responsibility for examining all applicants for the profession. He held also that public authority should grant to teachers appropriate and legal rights to secure their protection.

These issues are as vital now as they were in the 1800's.

Alice Morton of NEA Archives placed a wreath on the grave and the Rev. M. Chandler Stith, executive secretary of the D. C. Baptist Convention, gave the invocation-benediction.

(More)

6/66

Memorial for Zalmon Richards of Massachusetts

Born of poor farm parents, Richards went to summer and winter school terms as best he could often under the pressure of also working at home. He attended Cummington Academy and Southampton Academy and then taught in a district school.

He graduated from Williams College with an M. A. degree in 1836. Upon graduation, he became principal of the Cummington Academy and, with his wife, later took charge of an academy at Stillwater, N. Y.

Richards was also principal of the preparatory department of Columbian College, Washington, D. C., and later established a private school in Washington.

Guests attending the ceremony included Wayne O. Reed, Associate Commissioner of the U. S. Office of Education; Dr. George W. Hodgkins, research historian, who provided information on Richards, and Watson Davis, whose late wife was a relative of Mr. Richards.

NEA persons attending included L. G. Derthick, Mr. and Mrs. Lyle W. Ashby, Sam M. Lambert, Merrill F. Hartshorn, Richard P. Saunders, Stanley A. Abercrombie, Hazel Davis, Beatrice C. Lee, Harold E. Wigren, Byron Fielding, Frances Reynolds, Glen E. Robinson, Richard B. Kennan, and Roy K. Wilson.

Dr. William G. Carr, executive secretary of NEA, presided at the memorial service. He introduced the participants at the start and recalled at the end that Richards, as well as being the first NEA president, was also first superintendent of the schools of the District of Columbia and one of the first three persons employed in what is now the U. S. Office of Education.

So, said Dr. Carr, "in marking his memory here we mark not only his contribution to NEA but also to the ongoing process of education in the United State Government and to the schools in this city."

# # #

NEWS from the National Education Association
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For Further Information:
Tom Hawkins

FOR RELEASE: Sunday, June 5

Lewis B. Mayhew Elected
President-Elect of AHE

WASHINGTON, D. C., June 5--Lewis B. Mayhew, professor of education at Stanford University, California, has been elected vice-president and president-elect of the Association for Higher Education (AHE) for 1966-67.

G. Kerry Smith, executive secretary of AHE, made the announcement.

Mayhew has taught at Michigan State University where he was also assistant director of the Office of Evaluation Services. In addition, he has held the position of director of institutional analysis and planning at the University of South Florida. Currently he is director of the Kellogg Junior College Administrative Leadership Program and the Community College Planning Center at Stanford. He is also director of institutional research at Stephens College.

Stephen J. Wright, president, United Negro College Fund, and formerly president of Fisk University, will assume the presidency of AHE, the 21,500-member college and university department of the National Education Association on August 1. Wright was elected vice-president and president-elect a year ago.

Named to the Association's executive committee were two members, both of whom will serve for a three-year term: G. Lester Anderson, Distinguished Service Professor of Higher Education, State University of New York at Buffalo; and Robert J. Keller, dean, College of Education at the University of Minnesota.

(More)

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Lewis B. Mayhew Elected
President-Elect of AHE

The AHE's membership is composed of college and university teaching and administrative personnel in public and private institutions throughout the 50 states and 24 foreign countries.

Wright succeeds C. Ray Carpenter, professor of psychology and anthropology at Pennsylvania State University.

# # #

6/5/66